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Indoctrination for a New Social Order?

[EDITORIAL]

The present movement to use the schools and colleges to rebuild the social order lends new significance to the long-standing issue as to the right of the instructor to indoctrinate his students. No informed instructor questions the necessity for constant vigilance against pressure groups from without, which menace academic freedom. To the encroachments of patriotic, sectarian, political, economic, and other special interests we must present a united front. We can permit no interference with our right to pursue truth and to teach it. However, the need for resistance to pressure groups from within is not as keenly felt.

The instructor is the custodian of the best of the past and the present, and is an informed and impartial critic of both; he is neither the reformer of the present nor the prophet of the future. Freedom to teach is not unrestrained license and is not liberty to indoctrinate. The instructor is obligated not to teach the "truth" as he sees it but to find out what is the truth and to report it accurately. He must ascertain the facts without prejudice or passion, and must differentiate between opinion and fact.

The classroom is the place for controversial discussions of all kinds; it is not, however, the place

for propaganda. Far from tabooing controversial subjects, the college should see that the instructor presents all phases of such issues. He should discuss all doctrines, creeds, and "isms" critically; but he should advocate none. Propaganda for any social or economic system or for any political party should be prohibited.

The immaturity and inexperience of the student, particularly in the junior college years, proscribes the imposition of the instructor's opinions. Required courses, compulsory attendance upon classes, examinations, and grades give the instructor a great advantage. A sense of fairness, therefore, should limit him to impartial discussion of controversial subjects.

The instructor should be free to express his own opinions occasionally, clearly labeled as opinions, in his special field but not, for example, in the whole range of the social sciences as many are doing now. His own prejudices, wishful thinking, and rationalized emotions, however, have no place in the classroom.

Students will not learn to think independently and critically by accepting any instructor's views. They should have ample opportunity to reach their own conclusions independently. If the instructor can in-

still a passion for truth, and respect for facts as distinguished from opinions; if he can habituate critical, independent thinking; if he can inculcate an open-minded attitude toward life—if he can do these things, he may depend upon his students to analyze changed conditions and make necessary adjustments in a rapidly changing civilization and an unpredictable future. It is not his privilege, however, to tell them what kind of world to build.

The very desirable clash of opinion effected by universities through departmental personnel may be obtained in smaller junior colleges by establishing forums for frank and fearless discussions of controversial subjects by able speakers. If spirited debate is impossible, successive speakers could oppose each other. If the college cannot provide such a forum and if a good one is not available in the vicinity, arrangements can be made for radio broadcasts of New York City's Town Hall and similar programs. A college which does not present such vital present-day issues fails in its obligation to its students; and misses, moreover, a real challenge and a great opportunity.

As for our indoctrinating for a new social order: In our present headlong pursuit of utopianism we should pause to consider whether the public has given us a mandate to remake society, whether we are competent to do it, and whether others may not be better fitted for this monumental undertaking. It is safe to assume that when the taxpayers wish the schools to build the social order, they will tell them. They may be unwilling to have public funds used for proselytism of youth by any group or political

party. They may, moreover, challenge our claim to omniscience; and may prefer to entrust to more competent hands the herculean task of determining the social order.

A superiority complex must have led us to arrogate to ourselves the great responsibility and the high privilege of remaking the world. Are we not overestimating our competence, wisdom, insight, authority, and power? Have we the capacity, training, and experience requisite to undertake this task? Are we sufficiently grounded in the fundamentals of sociology, economics, and political science? Have our protected, somewhat isolated lives provided sufficient impact with realism to temper our idealism? The uninformed and the incompetent, as well as the unscrupulous, can do irreparable harm.

The objectives of any movement, moreover, must be clearly defined, and the means of achieving them determined. Does any informed person really think that there is unanimity of opinion even among scholars as to the form society should take? Certainly there is little agreement in the social sciences.

In any rebuilding of our democracy, should we not assume a humbler rôle; and pool the best of our brains, talents, and experience with those of leaders from every field of action and endeavor?

KATHARINE M. DENWORTH

DEATH OF PRESIDENT TAYLOR

Reverend Sam Frank Taylor, formerly president of Stephens College, Columbia, Missouri, a Baptist minister more than fifty years, died on November 4. He was eighty-five years of age.

Speech Survey of Junior Colleges

SYLVIA D. MARINER*

As a part of the Federal Speech Survey for the State of Oklahoma, Project S-44, Works Progress Administration, a junior college questionnaire covering all phases of speech work was prepared and sent to the 518 junior colleges in the United States.

The purpose of this questionnaire was to make a survey of the growth and status of speech education in these colleges and to use the findings as a basis on which to build a speech program for the junior colleges of Oklahoma. A copy of a detailed summary of the results of this questionnaire is on file in the office of Division of Public Relations at the University of Oklahoma.

We believe that the courses of study that have been written for the junior colleges of Oklahoma as an outgrowth of this survey are basically sound and are in harmony with the philosophy of speech education as it is being taught today in the leading junior colleges of the nation.

An answer to the first request for information was received from 161 administrators. A simplified questionnaire was then sent to all junior college administrators that had not replied to the first request. From this questionnaire we had 223 answers, making a total of 384 replies from 518 colleges, or 74 per cent. Replies from the first 161 only are summarized in this report.

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GENERAL INFORMATION

A review of the answers to general questions indicates that speech activities are outstanding in a large number of junior colleges. It also reveals the fact that there is a growing consciousness on the part of speech teachers and administrative officials that greater emphasis should be placed on speech activities, and that it should be given as a part of the regular curriculum with credit. Only eight of the 161 colleges reported that they were offering no speech courses. A total enrollment of 43,901 was reported by 148 institutions making an average enrollment of 296. The smallest college reported an enrollment attendance of 15 and the largest, 4,100. Eight schools reported an enrollment over 1,000 and 13 had 500 or more. There were 131 colleges having two semesters, 20 offering four quarters, 18 offering three quarters, one three terms, and one with six triads.

All but nine of the administrators or speech teachers reporting stated that they believed the junior college program should be developed both as a preparatory and as a terminal course. At the present time 52 of these colleges are offering a preparatory course only, and 90 are offering both a preparatory and a terminal course.

In 45 colleges, speech work is organized as a separate department; in 96, it is given as part of the Eng-

lish department; in four, as part of the dramatic department; in one, as part of the psychology department; and in four, as an extracurricular subject. Eighty-one administrators favored semiprofessional courses in speech pointing toward vocations in the theater, motion pictures, and radio, while 62 opposed such courses. Some of those opposing semiprofessional courses added that they did not feel the need of such courses in small colleges.

Numerous aims of speech training were given. In 53 colleges, the general aim, as stated in the questionnaire, is to teach the student to speak effectively and acceptably in public and private; in 32, it is to improve diction or develop talent; in 26, it is to prepare the student for a happier and more practical life; in 17, to improve the student's poise and gesture; in 16, to prepare the student for advanced work; in 13, to help the student gain self-confidence; in 11, to aid the student to speak and think before an audience; in 10, to develop the student's personality; in 5, to help the student gain a cultural background; and in 35, other or similar aims.

Courses in speech are prerequisite to other courses in only 13 of the 138 colleges answering this question. Courses requiring speech courses as a prerequisite are dramatics, acting and methods of expression, advanced speech, law, physical education, arts, and social science. In 117 colleges no speech work is required for graduation and in 40 colleges two semester-hours are required.

Only 11 of 118 colleges reporting offered advanced courses, the content of which would be restricted by their state university to upper-

division people. These courses included play production, debate, theater, advanced psychology, business law, government, and social problems. Schools offering these courses stated that they did so because their students had received sufficient elementary training in high school, or to give a well-rounded training to students who did not intend to go on to the university, or to facilitate work in debate, or to encourage students to take additional work in English.

Only five colleges state that they gave entrance tests in speech, and only 23 stated that they gave tests for grouping students in classes. Eighty-six colleges reported that they had only one speech teacher, 24 had two teachers, and a few others reported from three to eight teachers devoting their full time to the teaching of speech. Courses offered in the order of their popularity were: principles or fundamentals of speech, public speaking, dramatics, argumentation and debate, oral English, voice and diction, extemporaneous speaking, stagecraft, scenery design and lighting, history of the theater, and stage production. A few colleges offer courses in choral speaking, remedial speech, orientation, public address, and parliamentary practice.

In terms of degrees, 17 colleges require a speech teacher with a Bachelor's degree or its equivalent; 62 colleges require a Master's degree; and two colleges require the Doctorate. In terms of hours of speech training, 10 colleges require that their speech teachers have a major in speech; 10 require a minor; and all others require from one to 18 hours. The report shows 105 colleges whose speech teacher

has a Bachelor's degree or its equivalent, 101 with Masters' degrees, and two with Doctors' degrees.

The average teaching load of speech teachers ranges from one to 31 hours. Of the 103 teachers giving their teaching load, eighteen taught 18 hours a week; eighteen, 15 hours; eight, 16 hours; seven, 20 hours; seven, 14 hours; five, 17 hours; five, 6 hours; four, 25 hours; four, 19 hours; four, 4 hours; four, 9 hours; four, 2 hours; three, 30 hours; three, 26 hours; three, 13 hours; three, 10 hours; and three, 3 hours.

In 107 colleges, the speech teachers had a total of 5,187 speech students in their classes. One teacher had as few as eight students in all his classes and the teacher having the largest number of students had 300. The average number of student per teacher was 50. Conference hours given to individual students ranged from one to 20 hours weekly. The size of speech classes ranged from 15 to 85; 59 colleges restricting the size of the class, and 50 making no restrictions. In 13 colleges, the size of the class was restricted to 30.

The salary of speech teachers was reported all the way from \$130 per year with room and board to \$5,000. The average salary of the 73 teachers whose salaries were reported was \$1,762.

Eighty-seven colleges reported a total of 15,914 speech books in their college libraries. Twelve colleges had only 50 books, 18 had from 52 to 100, and 21 had over 100. All others reported less than 50 speech books in their college library. Over one-third of these books, or 5,826, are more than ten years old. In 105 libraries, various phases of speech work are available and in 22 only

a single phase of speech work is covered.

FORENSIC SPEECH

Ninety colleges reported they were giving academic work in forensic speech. Sixty-nine of them had been giving the work for less than ten years and 21 of them for ten years or more. The total enrollment in fundamentals was 18,141 for a period of ten years or less. Most of the colleges reporting give either two or three semester-hours credit for this course. The minimum requirements for these courses ranged from three speeches each six weeks to 15 or 20 each semester. In several instances students were required to give orations, impersonations, and impromptu speeches.

The total enrollment in extemporaneous speaking was 2,907; 19 colleges offering from one to four hours credit and requiring from 12 to 18 speeches. The total enrollment in oratory was 506 with two and three semester-hours credit. The requirements for the course in oratory included one to three orations, two after-dinner speeches, two long speeches, three public speeches, and one complete brief with one written speech each semester. The total enrollment in argumentation and debate was 2,013; thirty colleges giving from 1 to 6 hours credit for this course; ten, 3 hours credit; and fourteen 2 hours. As many as six debates were required for this course.

The seating capacity of the forensic speech classroom ranged from 12 to 800. Most of the classrooms seating over 100 were chapels, little theaters, and auditoriums. A stage was reported in 26 classrooms and a platform in 16. Some stages were

as small as 4 x 5 feet and the largest was 40 x 60 feet. Only ten of 109 colleges reporting had an amplifying system.

READING AND DRAMATICS

Of the 123 colleges reporting, 30 had dramatic work as a separate department. In 43 colleges, dramatics was given as part of the English department; in 37 colleges, as part of the speech department; in one, as part of the psychology department; and in 12, as an extracurricular subject. A total of 300 plays were produced yearly in classrooms or studio theater. One hundred ninety-eight of these were one-act plays and 102 long plays. In the main auditorium a total of 494 plays were produced yearly, 298 being one-act plays and 196 long plays. Royalty plays were used by 86 colleges and non-royalty by 74. The royalty paid ranged from \$5 to \$150, but most colleges paid about \$25. Outstanding plays presented during the last five years totaled 295. Some of the favorite ones produced by more than one college include: *The Cradle Song*, seven colleges; *As You Like It*, six colleges; *The Late Christopher Bean*, six colleges; and *A Midsummer Night's Dream*, five colleges.

Sixteen colleges reported that they had a speech clinic and 90 stated definitely that they did not. The number of speech defects treated annually varied from one to 50. Two schools charged a fee for outside cases, and seven treated college students only. Types of defects treated included stutterers, lispers, cleft palates, articulatory defects, and tongue-tied. Three colleges reported they owned recording machines.

These machines were used for speech correction, and voice analysis. In all instances the use of the recording machine was said to justify its cost. No college reported a course in speech pathology, but in some instances speech correction was stressed in the course in fundamentals.

RADIO SPEECH

Classroom work in radio speech has not been widely developed. Only three colleges reported this kind of work. As an extracurricular activity 18 colleges stated that they gave radio programs. Five colleges reported a school radio station. Twelve colleges stated that they had broadcasting facilities by means of a hookup including NBC (Chicago), WBAP and KFPL (Fort Worth and Dublin), WBBZ (Ponca City), WSUN, and local stations. Only two reported a daily program of 15 minutes; three reported a 15-minute program a week; one a 30-minute program a week; and one a 15-minute program twice a week.

The following purposes were stated for this program: to train for radio speaking, to give information to the public, to provide culture and entertainment for the public, and to advertise the college. Programs consisted of plays, music, lectures, debates, safety councils, readings, diction, dialogues, chorus reading, orations, child care, and vocational guidance. Five colleges reported that each student had an equal opportunity to use the microphone. Thirty-two administrators stated that they thought state universities or larger colleges could be of service to smaller colleges by broadcasting radio programs of speech. Four colleges were opposed

to such programs. Types of programs that universities might broadcast included plays, debates, readings, lectures, poetry, vocational problems, and orations.

EXTRACURRICULAR SPEECH ACTIVITIES

Forty-two colleges reported an intramural program of speech activities, while 46 reported no such programs. For intramural programs, the total enrollment in debate was 2,151 for ten years or less; in interpretative reading, 376; in oratory, 1,974; in declamation, 1,011; in storytelling, 216; and in one-act plays, 2,618. Intercollegiate speech events are carried on by 86 colleges, while 32 reported none. As an extracurricular activity, the total enrollment for ten years or less in debate was 2,379; in play contests, 867; in oratory, 420; in extemporaneous speaking, 291; in artistic reading, 26; and in radio tournaments, 23.

Forty-six colleges reported that they sponsored extracurricular speech events. These events included debates, 23; dramatics, 15; oratory, 14; extemporaneous speaking, 11; contests or tournaments, 8; artistic reading, 3; declamations, 2; and speech festivals, 2. Programs before out-of-school groups were presented by 65 colleges. The number presented by each college varied from one to 200. Most colleges presented six or more annually. These programs included plays, 40; debates, 18; speeches, 13; interpretation, 9; programs for clubs, churches, high schools, 8; and orations, 7. The number of students participating ranged from two to 204 for each college. In 38 colleges

the number was 25 or less. In ten colleges it was 30 or more.

The greatest defects or weaknesses in extracurricular speech activities were listed as: lack of time in 22 junior colleges; overemphasis on contests, winning or sale of tickets, in 15; lack of funds or facilities, in 11; not enough students used, in 10; lack of student interest, in 7; lack of proper training, direction, or organization, in 6; incidental to regular program, in 6; too much emphasis on debate or not enough activities, in 5; and lack of public interest, in 3.

Lack of time and money appeared to be the outstanding reasons for the absence of an adequate speech program in most junior colleges. Others listed their limitations and difficulties as follows: inadequate equipment, in 55 junior colleges; inadequate teaching staff, in 49; too heavy teaching load, in 53; insufficient budget, in 78; crowded curriculum, in 64; pressure of extracurricular activities on instructor, in 44; on students, in 55; no state course of study, in 5; lack of cooperation with other departments, in 5; lack of assistance from national speech organizations, in 3; accrediting standards of universities, in 8; absence of standards for junior college speech, in 27; and mixing of high-school teaching with junior college teaching, in 31.

MATHEMATICS TEACHER

For the first time in its history the National Council of Teachers of Mathematics is planning a separate sectional program for the benefit of junior college instructors. The annual meeting of the organization is to be held at the Palmer House, Chicago, February 19 and 20.

Fraternities as a Counseling Problem

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Many of the most persistent questions met by the writer in orientation courses and in counseling conferences at Menlo Junior College center about fraternities. The student who plans to transfer to the four-year institution at the end of either the freshman or sophomore year is often vitally interested in the fraternity situation and seeks information and guidance from his junior college counselor.

And the problem is a vital one for many of these students. Affiliation with a fraternity may influence the student's entire upper-division career, both socially and academically. In attempting to counsel the student, the counselor is up against a real problem. He must ask himself whether or not he really understands the fraternity situation in general, and particularly on the campus to which the student is planning to transfer. He must question himself as to whether his knowledge is objective or subjective. Is his attitude toward fraternities colored by his own experiences? Has he been a non-fraternity man with a consequent antipathy toward all college frater-

nities? Has he been an enthusiastic fraternity man with lasting loyalties that will not stand objective analysis?

Assuming that the counselor is willing to do a little personal "soul searching," with the result that he realizes his own limitations with regard to giving advice to the student, where will he turn for information? To be sure, there is a plethora of books on college life, most of which contain chapters on the fraternity problem.¹ The discussions contained therein are, as a rule, attempts to view all sides of the fraternity situation and to arrive at cogent conclusions. But it must be remembered that these books are written by individuals whose attitudes may be and probably are colored by their own experiences with fraternities, either as students or as college officials. So far, the writer has been unable to locate any publication which presents actual data that will prove helpful either to the counselor or to the student. By data are meant facts and figures with regard to scholarship, finance, and other really pertinent points, and not the type of information contained in Baird's *Manual of College Fraternities*, concerning numbers of chapters, dates of organization, and so forth.

Because of this felt need of more definite information in his own situation, the writer prepared a letter (not a questionnaire) and sent it to the deans of men of ten Pacific

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¹ Indicative of the many titles in this field are the following: J. A. Hawes, *Twenty Years among the Twenty-Year-Olds* (New York, E. P. Dutton, 1929); H. E. Hawkes, *College—What's the Use?* (New York, Doubleday, Page & Co., 1927); C. C. Little, *The Awakening College* (New York, W. W. Norton, 1930).

Coast universities: Oregon State College, Stanford University, University of Arizona, University of California, University of California at Los Angeles, University of Nevada, University of Oregon, University of Washington, and Washington State College. Replies were received from all but the last-named institution. Information was requested on four general topics: Scholarship, Living Costs, Rushing Systems, and Advice to New Students (with regard to fraternities).

Information on each of these points was supplied by some official in each university who was in close contact with the fraternity situation. Differences in types of supervision, in types of records kept, and so forth, in the various institutions were reflected in the replies. These differences made it impractical to attempt to summarize the information in tables. Despite this fact, the writer feels that the information supplied is extremely helpful, and it is here presented in summary form:

SCHOLARSHIP

Oregon State College.—"The scholarship average of fraternity men is uniformly above the all men's average."

Stanford University.—"Fraternity scholarship is usually below the all men's average." For the year 1934-35, the comparison is as follows: All men's average, 2.48; fraternity men's average, 2.42.²

University of Arizona.—All men's average, 3.06; fraternity men's average, 3.16.

² It should be noted that the various universities use different grade-point systems. A "C" at one institution does not necessarily carry the same number of grade-points as a "C" in another institution.

University of California.—All men's average, 1.25; fraternity men's average, 1.15.

University of California at Los Angeles.—"Scholarship of fraternity men is improving. . . . For the past two semesters the average of fraternity men has been above the all men's average."

University of Nevada.—"All men's average is slightly better than the average of all fraternity groups."

University of Southern California.—"Generally speaking, the scholarship average among fraternity men is lower during the first two years, but manifests greater acceleration during the last two years. . . . The average of non-fraternity men is slightly higher."

University of Washington.—All men's organizations (which term includes fraternities and independent house groups), 2.381; all men's average, 2.400.

Here, obviously, is information that is helpful to the counselor and student.

COSTS

Oregon State College.—Board and room runs \$27 per calendar month in dormitories. Fraternities (with isolated exceptions) range from \$30 to \$35 per month. Initiation fees range from \$25 to \$50.

Stanford University.—Cost of board and room for non-fraternity men varies widely at Stanford. Room-rent range: \$16.50 to \$35 per quarter. Breakage-fee range: \$1 to \$10 (with possibility of refund). Club-dues range: \$1 to \$1.50. Board in university-operated dining halls is \$85 per quarter (six days per week) with possibility of a refund. This refund has averaged from \$7.50 to \$10 for the past three years. Fraternity house bills average a little less than \$45 per month. The average initiation fee is about \$60.

University of Arizona.—Board and room on the campus in other than fraternity houses runs \$30 per month.

Fraternity house bills run about \$35. The average initiation fee is \$45.

University of California.—The average fraternity house bill is \$50 per month. The average boarding-house bill is \$30 per month. The average co-operative-house bill is \$19 per month. The average initiation fee is \$60.

University of California at Los Angeles.—“The house bill (including dues) of the median fraternity house is about five to ten dollars per month higher than that paid by the students living in boarding houses. There are no dormitories for men on this campus.” No information was available regarding fraternity initiation fees.

University of Nevada.—Board, room, and dues in fraternity houses run “about five dollars higher than in the dormitories, but a little less than in boarding houses.” The average initiation fee is \$50.

University of Oregon.—“Houses, \$35; dormitories, \$30. Average initiation fee, \$50.

University of Southern California.—“Monthly bills for students in fraternities are about the same as those for students living in our dormitory.” The average initiation fee runs between \$50 and \$75.

University of Washington.—The estimated house bill (including board, room, and dues) in fraternity houses runs \$37.50 per month. Monthly bills in boarding houses from \$27.50 to \$35. There are no dormitories. The average initiation fee is approximately \$40.

RUSHING

Oregon State College.—Rushing is not deferred, but is strictly supervised. Pledging is also supervised. “Our system is meeting universal approval.”

Stanford University.—Rushing and pledging of freshman and sophomore students are deferred and strictly supervised. Elaborate rules for lower-division rushing are drawn up by Interfraternity Council. Upperclassmen

may be pledged at any time after completion of registration. The system meets with approval, in general. However, there is a widespread belief that rushing rules are violated to a considerable degree.

University of Arizona.—“Supervised. No man may be pledged previous to completion of his registration. System used meets the approval of the university authorities and of the fraternities.”

University of California.—“There are no restrictions as regards time. Pledging is restricted to students in residence. There is no other supervision. In general this system meets with the approval of the university authorities.”

University of California at Los Angeles.—“Rushing for men is unrestricted. The system meets with the approval, in general, of the university authorities and of the majority of the fraternities.”

University of Nevada.—“Slightly supervised system of rushing. . . . can hardly say that the system used meets with anything like complete approval, either of the fraternities or of the university authorities.”

University of Oregon.—“Supervised meets with approval.”

University of Southern California.—“The system of rushing is unrestricted. The system used meets with the approval of the university authorities and the fraternities.”

University of Washington.—“A compromise between the unrestricted and the supervised.” System does not yet meet with universal approval, but is improving and becoming more popular yearly.”

ADVICE TO NEW STUDENTS

Oregon State College.—“New students usually come to this office (dean of men) for information relative to fraternities. We do not have any special printed material.” However, a little folder, “Tips to Freshmen,” contain-

ing a short paragraph on fraternities, is sent to entering students.

Stanford University.—Information relative to fraternities may be obtained through the office of the dean of men.

University of Arizona.—"New students may go to the dean of men for information. The university furnishes no printed material in regard to fraternities."

University of California.—"The student may at all times consult the dean of undergraduates for detailed information and advice in regard to fraternities as well as to other matters. The university does not at this time furnish any printed matter with regard to the fraternity situation on the campus."

University of California at Los Angeles.—"Such fraternity information as the university has is available through the office of the dean of men. The university includes information on fraternity costs in its publication *General Catalog*."

University of Nevada.—"The student who wishes information about fraternities would naturally go to the dean of men in whose office is centralized all matters concerned with general campus conduct. We furnish no printed material with reference to the fraternity situation on the campus."

University of Oregon.—Information is available through the dean of men. A twenty-three page pamphlet, "The Best College Fraternity," is sent to each new student.

University of Southern California.—"The new student may go to the office of the dean of men for detailed information and advice with regard to fraternities. Scholastic ratings are furnished."

University of Washington.—"The new student is informed in bulletins that he may secure advice in regard to fraternities in the dean of men's office. The university does not furnish any printed material concerning fraternities."

In addition to the foregoing, each university officer was requested to set down his personal reactions to the fraternity situation on his campus. Since these reactions are personal, they do not lend themselves to classification. However, they are of great value to the counselor in his work. Some of them are here presented (without identification):

The depression has taken most of the snobbishness out of the fraternities, as almost any male student who can foot the bills can belong to a fraternity. . . . If prosperity returns the snobbishness will return with it. Fraternity men are much more interested in student activities than are independents. . . . Our experience fails to produce any satisfactory evidence that fraternities influence discipline in one way or the other.

The fraternities on the campus . . . are more democratic than on the campus of any university I have experienced. They do not encourage snobbishness. As a rule, fraternity men are better able to get into student activities as a result of influence of upperclassmen in fraternities. Disciplinary cases among fraternity men are not more common than among non-fraternity men.

Unquestionably on this campus fraternity men are more interested in student activities than non-fraternity men. One would expect this since the status of the fraternity depends very largely upon its influence in campus affairs. As to questions of discipline I think no more cases arise in fraternity groups than in any other organized groups.

I am unable to state with any conviction that fraternity men are more or less snobbish than others. Fraternity men are more active in student activi-

ties. More discipline cases of a certain type: namely, those due to mild rowdyism arise among fraternity men. Other discipline cases are no more common with fraternity men than non-fraternity men.

.....

We do not feel that the fraternities encourage snobbishness. Fraternity men do enter into student activities to a greater extent than non-fraternity men. No more discipline cases arise among fraternity men than non-fraternity men.

.....

Our fraternities are a very vital factor on the campus. More than half our boys are connected with fraternities. It is logical that the fraternities should assemble considerable of the leadership on the campus. Furthermore, the fraternities are constantly stimulating their men, so that by and large fraternity groups would have more than their share of activities on a basis of numbers. I do not have any particular troubles with fraternity men. As a matter of fact, they are most helpful to me in college administration.

While all of the information above is useful to both counselor and student, it is perhaps even more pertinent to ascertain information on several points for each fraternity on the particular campus to which the student intends to transfer. As noted in the comments above, much information along this line may be obtained from the office of the dean of men after the student arrives on the campus, but since many junior transfers are rushed and even pledged on the day they register, it is important in counseling to give the student definite information regarding each fraternity before he transfers. In many cases, unfor-

tunately, such information is not available.

To illustrate what can be done along this line, however, consider the situation at Stanford University. There, information regarding scholarship ratings is available in printed form upon request. Every living group on the campus is ranked as to scholarship standing. For instance, one may ascertain from this report that the all men's grade-point average is 2.48, that the fraternity ranking highest in scholarship has an average of 2.65, while the lowest ranking fraternity averages only 2.25. With regard to living costs, the interfraternity auditor will supply all desired information upon request. One may ascertain from his report for November 1935, for example, the house bills of each fraternity for that month, and that these bills ranged from \$45 (excluding assessments) to \$53.³ He may note the number of men living in each house, ranging from 13 to 37. Numerous other items on the report are of interest to the prospective rushee. Rushing rules formulated by the Interfraternity Council are set forth in detail, and copies of these rules are available upon request.

Here, then, is a pretty fair picture of the situation on a particular campus. With such information at hand, the counselor and student can talk through the situation and arrive at conclusions based on sound analysis rather than on emotion or wishful thinking.

³ This does not mean that the full house bill is collected from every man in the house. Some of the members in nearly every house "work out" part of their house bills.

CONCLUSIONS

In the writer's estimation, the point that stands out for the counselor in the type of information here presented is that all counseling along this line is an individual matter—individual as to student and as to campus. In the light of the information furnished, no counseling procedure which involves sweeping generalizations before a group can be justified. Conditions are different on every campus and among the various fraternities on the same campus.

The old arguments for and against fraternity affiliation—"breeds snobbishness," "corrupts morals," "boosts expenses," or "affords a home away from home," "satisfies the students' gregarious instincts," and the like, will have to give way to more logical thinking and more pertinent, objective information.

Finally, more elaborate studies need to be made of the fraternity situation, and on a wider scale. More information should be available for junior college counselors concerning the fraternity situation on each campus. This might well be a project for the Interfraternity Council of each institution. If a simple, informal study such as that presented here will elicit a 90 per cent response from university officials and a request from all of them for results of the study, it is safe to say that interest is great enough to justify a more extensive investigation.

PANHELLENIC MEETING

The 1937 meeting of National Junior College Panhellenic will be held in St. Louis, Missouri, at the Coronado Hotel, in August 1937.

SAN FRANCISCO JUNIOR COLLEGE

The annual report of Dr. Edwin A. Lee, superintendent of schools at San Francisco, which was issued last June, contains the following statement concerning the work of the newly established public junior college in the city:

The establishment of the San Francisco Junior College marked the culmination of a long period of activity on the part of many civic groups who had urged for years the necessity and desirability of meeting this educational need. That the action was overdue has been evident from the opening days of the junior college. A surprisingly low rate of student mortality has kept the enrollment almost intact from the day of registration, a phenomenon explained in part by the excellent faculty and splendid curriculum offered the students. The end of the first year of the junior college finds the institution well-knit in every way despite conditions of housing not conducive to such a result; with action taken at this writing which establishes permanency on the Balboa Park site, a potential campus which is not surpassed by any junior college in the state for suitability to purpose; and certainty of a future growth in size and usefulness which guarantees that the San Francisco Junior College will become not alone significant in the educational program of the city in which it is located but also in the junior college movement all over the West. The superintendent suggests that the Board in thinking of the long-time future of the junior college give serious consideration to the desirability of making an annex of the structure now being built at Bush and Stockton streets as an administration building for the Fair authorities. Such an annex could be used for a down-town extension of the college devoted primarily to the housing of those classes the purpose of which is to prepare for entrance into the business and commercial occupations of the city. The building is admirably located for such a program and as planned would need but little alteration to fit it to the type of work which would be carried on. The Board should early consider also the feasibility and desirability of establishing a junior college district, separate and distinct from the high-school district.

Carnegie Study of Junior College Libraries

WALTER CROSBY EELLS*

Marked progress has been made during the past few months in the extensive study of junior college libraries which has been undertaken by the Carnegie Corporation of New York. A considerable body of significant information has been collected and partially analyzed; a new book list expressly designed for junior college libraries has been published; a group of inspectors are now in the field studying at first hand almost two hundred junior college libraries; some progress has been made toward the formulation of desirable standards for junior college libraries; material is being collected and arranged for a book on junior college libraries; and grants to aid a limited number of libraries to increase their book collections will probably be made by the Carnegie Corporation before the close of the present academic year.

The Carnegie Advisory Group on

Junior College Libraries was organized in the autumn of 1934 under the chairmanship of William W. Bishop, librarian of the University of Michigan. The other members of the Group since the beginning have been the following: J. B. Edmonson, dean of the School of Education, University of Michigan; Walter C. Eells, professor of Education, Stanford University, California; W. W. Haggard, dean of Joliet Junior College, Joliet, Illinois; Leonard V. Koos, professor of Education, University of Chicago, Illinois; Robert M. Lester, secretary of the Carnegie Corporation, New York; Charles E. Rush, Yale University Library, Connecticut; Louis R. Wilson, Dean of the Graduate Library School, University of Chicago, Illinois; and James M. Wood, president, Stephens College, Columbia, Missouri. H. C. Gourlay, of the University of Michigan Library, acted as secretary of the Group for the earlier portion of the study, being succeeded last year by Foster Mohrhardt, also of the University of Michigan Library.

The *Junior College Journal* has published a number of articles during the past two years by various members of the Advisory Group reporting different phases of its work.¹ During October and November 1936 three important meetings were held resulting in further progress along the lines suggested in the first paragraph above, one of a subcommittee on inspection at Chicago, October 7, one of the chairman with

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¹ See William W. Bishop, "Junior College Libraries" (December 1934), V, 111-12, "Library Service in the Junior College," with discussion by Ermine Stone (May 1935), V, 456-65, "Michigan Libraries" (February 1935), V, 320-21, "Junior College Libraries" (May 1936), VI, 466; Walter C. Eells, "Bibliography on Junior College Libraries" (October 1935), VI, 28-31, "Junior College Libraries" (January 1936), VI, 202-6; W. W. Haggard, "Shortcomings of the Junior College Library" (February 1935), V, 225-26; Charles E. Rush, "Opportunities in the Junior College Field" (January 1936), VI, 176-79.

the group of inspectors at Ann Arbor, November 11, and one of the entire Advisory Group at Ann Arbor, November 20.

NEW BOOK LIST

Early in December a *List of Books for Junior College Libraries* was published by the American Library Association. This volume has been compiled by Mr. Bishop and Mr. Mohrhardt with the assistance of many university faculty members and junior college instructors in various parts of the country. It includes the titles of 139 periodicals and 5,585 books which are especially recommended for junior college libraries. All of the books listed are now in print, the great majority of them having been published during the past decade.

The books and periodicals are listed under twenty-four different classifications, with full bibliographical information concerning each title. There is a duplication of some five or six hundred titles in the lists of books, since some titles are listed two or three times, for example under economics, history, and sociology, or under physics and mathematics. The list price of the complete set of periodicals is \$618; of the books, \$23,445. With the elimination of duplicates, however, and the customary publishers discounts for library orders, it is estimated that all books and periodicals listed could be secured for considerably less than \$20,000.

Details concerning distribution and costs in the various classes will be found in Table I (page 178).

Copies of the new volume, containing some 350 pages, are being distributed without cost to all junior colleges which filled out the

questionnaires sent them a year or more ago. Others may secure it, at \$3.00 per copy, from the American Library Association headquarters, Chicago, Illinois.

Junior colleges which are to be visited by the inspectors must check a copy of this book list against their holdings in order to be considered for a possible grant of funds, but all other junior college libraries will find it exceedingly valuable to check it also in order to have specific objective evidence of the adequacy and recency of their book collections as measured by this carefully constructed list of books considered particularly suitable for junior colleges. It may well serve also as a suggestive buying list in many cases.

LIBRARIES TO BE INSPECTED

After much difficulty the Advisory Group has finally selected a total of 186 libraries for personal study and evaluation by a group of inspectors who began their field work in the latter part of November or the first of December. Over three hundred junior colleges have had to be eliminated, since it was obviously impracticable with the time and funds available to make personal visits to them all. The decisions which had to be made were not criticisms of the academic standing or ideals of the colleges. They reflected the desire of the Carnegie Corporation and of the Advisory Group to give weight to certain geographical and other noncompetitive factors among the large number of colleges originally suggested for consideration.

Five experienced librarians are engaged in the field work of inspection. James Gourley, of the staff of the New York Public Library, is

studying nineteen junior colleges in the eastern part of the country. Foster Mohrhardt, of the University of Michigan Library staff, is visiting forty institutions in the South-eastern states and four in three Midwestern states. Hugh Gourlay, librarian of McMaster College, Can-

the libraries in thirty-nine junior colleges in the Far West. Junior colleges of a wide variety of types and sizes in forty-three states, both publicly and privately controlled, will be studied by this group of men, it is expected, before the end of February 1937.

TABLE I
BOOKS AND PERIODICALS IN THE JUNIOR COLLEGE BOOK LIST

Subject	Periodicals		Books		Percentage Distribution
	No. of Titles	List Price Per Year	No. of Titles	List Price	
Botany	4	\$ 20.00	68	\$ 320	1.2
Chemistry	3	25.50	60	310	1.1
Classics	3	5.50	233	865	4.2
Economics	6	17.00	352	1,375	6.3
Education	9	28.00	234	650	4.2
English	4	14.00	879	3,445	15.7
Fine arts	4	21.00	243	1,525	4.3
French	3	12.50	233	470	4.2
General	36	220.00	668	3,280	12.0
Geography	4	13.00	89	420	1.6
German	1	10.00	155	420	2.8
Health and physical education	5	10.50	106	300	1.9
History	2	24.50	710	4,350	12.7
Home economics	11	20.50	102	270	1.8
Mathematics	3	8.50	58	200	1.0
Music	5	15.00	117	440	2.1
Philosophy	1	5.00	135	600	2.4
Physics	3	22.50	70	275	1.3
Political science	11	44.00	222	760	4.0
Psychology	3	17.50	125	375	2.2
Religion	4	11.00	152	845	2.7
Sociology	6	19.50	214	800	3.8
Spanish	2	10.65	208	450	3.7
Zoology	6	22.50	152	700	2.7
Totals	139	\$618.15	5,585*	\$23,445	100.0

* This total includes titles duplicated in several sections of the list. The figure here given represents the total number of entries in the list.

ada, formerly of the University of Michigan, is responsible for forty-seven junior colleges in the Southwest. Errett McDiarmid, of Baylor University Library, is studying thirty-seven institutions in the middle states. William Randall, of the Graduate Library School of the University of Chicago, who inspected over 125 four-year college libraries in the previous Carnegie study, will make an evaluation of

In their visits they will investigate the character of the present book collection, evidences of its use, the organization and administration of the library, technical processes, book selection, the library building, the library staff, relations outside the library, instruction in the use of the library, and future possibilities. The information thus collected will be used, in connection with the checked book lists and

other data that have been assembled as the basis of a comprehensive book on junior college libraries, and as one factor in determining what institutions shall be recommended to the Carnegie Corporation for modest grants of funds for the improvement of their book and periodical collections.

Unfortunately only a relatively limited number of institutions can be recommended for financial grants, but all junior colleges in the country can and should profit abundantly by the varied types of studies and stimuli to growth which have already been produced and which will be completed during the next two years. The influence of this extensive study on the part of the Carnegie Corporation unquestionably will have a deep influence on the improvement of junior college libraries and the development of them along the most promising lines.

Mr. Bishop, chairman of the Advisory Group, will give a further report of progress and outline the plans for the completion of the study at the annual meeting of the American Association of Junior Colleges at Dallas, Texas, in February.

JUNIOR COLLEGE LIBRARY

Writing under the caption, "Library, the Heart of the Modern School," in the "Faculty Corner" of the Menlo Junior College, California, *Oak and Acorn*, Miss Agnes E. Brown, librarian, interprets the junior college library to Menlo students as follows:

Only a few years ago a school library was a sad and dusty mixture of old subscription sets, dog-eared textbooks, and a few miscellaneous and uninteresting volumes which bore no relation to the lives of young folks. It was housed anywhere, under the stairs, in the coal hole—well not

quite the coal hole. Still it was often locked up in a dark closet! Nobody loved it, and it was nobody's business to take care of it. No wonder it was a peaked and spiritless child. For a long time educators failed to realize the possibilities of this drab and dreary orphan who had been kicked about the school for years, of little use to anyone.

Of late years, however, this orphan has changed. He has become a strong and attractive member of the school life. He walks about with his head up and is no longer useless. People come to him for help and advice of all sorts. The newer methods of education stress wider reading, and are doing away with the old slavish adherence to the textbook. In order to carry out these methods a modern school library is a necessity and not a luxury. The good school library tries to supplement the classroom work in every possible way. It also tries to be of service to students in their individual reading. A taste for reading is an asset, a resource, a gateway into a larger life.

The students of today look upon a world of rapid change, of shifting values, of great complexity, and of enormous interest.

The Menlo library belongs to you. Its only reason for existence is to be of use to you in your school work; and to be of service to you in your personal reading. If you do not know your library, come in and get acquainted with it.

PRESIDENT DAVIS SPEAKS

Dean J. Thomas Davis, president of the Southern Association of Colleges and Secondary Schools, and also president of John Tarleton Agricultural College, Stephenville, Texas, was guest speaker at a formal dinner given in his honor October 30, at Whitworth College, Mississippi.

The public junior college will become the characteristic educational institution of the United States, just as the public high school has been up to now.—PRESIDENT R. M. HUTCHINS, University of Chicago.

A Profile of Los Angeles Junior Collegians

LOUISE MAY SNYDER *

To more clearly understand the needs of the 4,800 Los Angeles Junior College students, a survey of some of their out-of-school activities and future plans was undertaken. Although limited in scope, it is one step toward developing a profile of the personnel with whom we are dealing.

Short questionnaires were answered during the registration period by all the students. This group is 53 per cent women and 47 per cent men distributed among the four classes as follows:

Class	Percentage
Alpha (first semester)	34.6
Beta (second semester)	31.1
Gamma (third semester)	17.2
Delta (fourth semester)	17.1

As the data above indicate, two-thirds of the students are in their first year of training. The greatest percentage (72.3 per cent) is enrolled in semiprofessional work, while the remaining group is pursuing the certificate (regular college) course.

WHY CHOOSE LOS ANGELES?

The reasons given for the choice of Los Angeles Junior College are quite enlightening. No suggestions were printed on the questionnaire, the student being free to make any type of statement. Although these differ in length and degree of clarity, they were tabulated in several general classifications. The largest group (27.2 per cent) merely in-

volves the broad statement that the purpose is to further education. Some 10 per cent give only lack of finances as a reason for deciding upon Los Angeles Junior College.

In contrast to these findings the remainder of the student population sees distinct advantages in the Los Angeles Junior College. Some 15 per cent need the special transfer course to enable them to continue with university work. More than 17 per cent believe that the college offers a particular course which is unobtainable elsewhere, while 14 per cent desire specific preparation for a certain occupation which is not duplicated outside. A small fraction (1.1 per cent) give the social opportunities as of paramount importance. In this connection it is interesting to note that some junior collegians, already holding Bachelor's degrees, are finding new inspiration in some of the novel fields offered by the semiprofessional curricula.

REMUNERATIVE WORK DONE

Although it is impossible to secure exact information concerning the number of hours spent on outside work, the students were asked to approximate this as nearly as possible. The findings appear to be in keeping with the general conception of our student body, showing the necessity for considerable self-support. The amount of time consumed in this varies from two to seventy-five hours weekly. Although at first glance the latter figure might

* Counselor, Los Angeles Junior College, Los Angeles, California.

seem to be an exaggeration, the writer personally interviewed several students who were working these long hours in drug stores and as night hotel clerks. On the average the student spends some fifteen hours each week in pursuit of the wherewithal to make possible his college career.

SUBJECT AND ACTIVITY PREFERENCES

Before interpreting the findings concerning favorite subjects, it must be admitted that these probably represent the students' first reaction with very little thought. It is highly possible that a quite different picture would have been created if the student had contemplated the question for a longer period. However, since many interest questionnaires have discovered the initial reaction to be the truest, it would seem worth while to consider these as one indication of popularity of subjects.

Since only one choice was requested, all departments are not represented. Some of the courses listed are very general and do not give the specific subjects which might have made the results more interesting. With these explanations, the percentage of those choosing the various subjects is given below:

FAVORITE SUBJECT	Percentage
Science	16.2
Business	13.3
English	10.8
Social science	9.2
Engineering	6.3
Music	6.2
Art	5.7
Mathematics	5.1
Language	5.0
Physical education	4.1
Drama	3.4
Publications	3.0
No report	11.7
	100.0

Sciences hold first place in the hearts of the junior collegians, business second, English third, and social sciences fourth. This would seem to indicate that the world of science and practical affairs interests the student to a greater degree than the humanities although the contrast is not great. Drama and publications appeal to the smallest group, which is natural when one realizes (if he dares to voice the special aptitude theory) that necessity for talent probably enters into the picture here.

In view of the fact that physical education rates so low on the scale of subject choices, it is particularly interesting to see it take first place among the favorite student life activities. Most of the choices are clearly differentiated and can be classified. However, a small percentage of the students merely state clubs as their favorite activity. Since some sixty different clubs are available on the campus, this statement is not particularly meaningful. The percentages follow:

FAVORITE STUDENT LIFE ACTIVITY	Percentage
Athletics	32.4
Social	7.5
Drama and art	6.1
Literature and language	4.8
Music	4.6
Clubs	4.4
Science	2.4
Service clubs	1.4
Business	1.0
Politics .....	.2
No report	35.2
	100.0

INTENDED OCCUPATION

Each student was asked his intended occupation. This also may have called for quick guesswork in some cases, but with 4,800 answers it is probably safe to assume that at least the majority indicate some-

thing real. The paucity of vocational horizon, noted by so many guidance workers, is evident here. Only 94 different occupations are listed by the 4,800 students. Most of these follow the traditional patterns with little indication of newer trends.

Teaching receives the greatest number of votes (527), secretarial work the next (495), with engineering a close third (446). This lineup is quite similar to studies in other communities. S. D. Cunningham¹ found that among the seniors of Jefferson County, Ohio, 44 per cent of the girls chose teaching and 29 per cent of the boys, engineering. Likewise Aubrey Douglas² findings in a Washington high school showed that 36 per cent of the girls preferred teaching and 30 per cent of the boys, engineering. It is interesting to note that Walter Pitkin³ considers these two professions most overcrowded.

Grouped into six categories according to the Brussel's Revision of the Barr-Taussig Scale, the occupational choices are as follows:

GROUP I

(HIGH PROFESSIONAL AND EXECUTIVE OCCUPATIONS)

Architecture	57
Attorney	156
Bacteriologist	12
Chemist	100
Criminologist	1
Diplomatic service	26
Doctor	204
Engineer	446
Geologist	19
Inventor	1
Meteorologist	1
Naturopath	2
Pathology	3
Philosopher	1
Psychiatrist	44
Physicist	1
Psychologist	6
Scientist	18

1,098 (26.4%)

GROUP II

(LOWER PROFESSIONAL AND LARGE BUSINESS OCCUPATIONS)

Accountant	170
Actor or actress	110
Artist	106
Author	25
Banking	50
Dancing	2
Broker	7
Dentist	33
Designer	43
Drama critic	3
Home economist	11
Interior decorator	22
Interpreter	8
Journalist	212
Laboratory technician ..	16
Military	2
Mortician	9
Optometrist	9
Osteopath	2
Pharmacist	15
Politics	3
Registrar	9
Religious work	15
Teacher	527
Veterinarian	6

1,415 (34.1%)

GROUP III

(TECHNICAL, CLERICAL, SUPERVISORY OCCUPATIONS)

Advertiser	36
Buyer	12
Business	189
Civil service	14
Contractor	5
Cosmetologist	4
Dentist's assistant	46
Doctor's assistant	59
Foreign trade	7
Insurance	2
Librarian	47
Music	140
Navigation	5
Nursing	250
P.B.X.	1
Photography	18
Real estate	2
Recreational leader	61
Salesman	23
Secretary	495
Social service	84
Transportation	2

1,502 (36.2%)

¹ S. Donald Cunningham, "Vocational Plans of a Select Group of High-School Seniors," *School Review* (April 1935), XLIII, 281.

² *Ibid.*, p. 283.

³ *Ibid.*, p. 284.

GROUP IV

(SKILLED TRADESMEN AND LOW GRADE CLERICAL)

Cashier	1
Chauffeur	1
Coast guard	1
Agriculture	11
Clerk	3
Diesel engineer	5
Forestry	15
Hostess	3
Mechanic	4
Mining	2
Printer	11
Radio	36
—	93 (2.2%)

GROUP V

(SEMISKILLED OCCUPATIONS)

Domestic service	8
Police	32
—	40 (0.9%)

GROUP VI

(UNSKILLED OCCUPATIONS)

None chosen by students

It is evident that the highest percentage of the student body is planning to follow an occupation classified in Group III by the Barr-Taussig Scale. Group II draws the next highest percentage and third in line comes Group I.

WHEN CHOICES WERE MADE

Whether rightly or wrongly, it would seem that most of the junior college students have come to some conclusion regarding occupational choice. Our figures show that this is true of over 91 per cent. Division of the group into sexes shows no noticeable difference, 92.0 per cent of the women and 91.6 per cent of the men having made the decision. On the basis of type of course also there is no significant difference (91.8 per cent of the semiprofessional and 91.0 per cent of the certificate). These findings are

somewhat similar to those of several other studies made of high-school graduates. In the study previously referred to, some 83 per cent of the high-school seniors had made vocational plans. Kroger and Louttit⁴ discovered that 90 per cent of 4,543 high-school boys had come to a vocational decision.

According to their own statement, most of the students chose their careers in the secondary schools (39.9 per cent in high school, 10.6 per cent in junior high). A small per cent (7.8 per cent) believes the decision to have been made in elementary school. Thus it appears that most of the weighing of vocational goals is accomplished before entrance to Los Angeles Junior College. In this connection, it would be interesting to follow them into employment to determine the soundness of these choices and their validity in a socio-economic crisis like the present. This we hope to do at some future date.

WHAT COUNSEL DO THEY DESIRE?

So much for a partial profile of the junior college students as shown by a bird's-eye view of the entire group. Are they self-sufficient or do they desire further counsel? To answer this query, the following section was included in the questionnaire:

Check any of the following on which you would like counsel:

- Educational Course
- Vocational Choice
- Social Life
- Getting into College Activities
- Others

⁴ Robert Kroger and C. M. Louttit, "Influence of Father's Occupation on the Vocational Choices of High-School Boys," *Journal of Applied Psychology* (April 1935), XIX, 203-12.

The answers indicate that a majority of the students wished help in one or more phases of college life. Thirty-seven per cent checked none of the items. Perhaps the students were not entirely clear as to just what type of counsel they needed, or it is possible that the difficulties were evenly divided between the various problems. At any rate, 17 per cent checked a desire for counsel in each of the three fields: educational choice, vocational choice, and getting into college activities. The last named might well be classified with social life (12.7 per cent) showing that 29 per cent of the total were anxious to secure help in social adjustment.

If this evidence were taken at its face value, it would appear that some 3,300 students are desirous of counsel. How can this challenge be met? Would better results follow in the educational work of the college if these needs on the part of the student personnel were recognized? Perhaps sometime it will be possible to furnish an adequate scientific counseling service to students who would profit from it. Until the millennium arrives, we shall carry on with our cramped facilities realizing that there is a real challenge ahead.

COURSE NUMBERING PLAN

The Junior College of Bergen County, New Jersey, under the direction of its president, C. L. Littell, has worked out a rather unique plan of numbering the courses offered, which is described as follows in its new catalogue:

Every course in the college is represented by a four-place number, with no duplication of the numbers assigned to different courses. The plan under which the numbers are assigned is as follows:

The digit in thousands' place indicates one of the nine subject-matter groupings into which for the purpose of the plan all the courses offered have been classified. These are: 1000-1999 Arts—Fine and Applied; 2000-2999 Business; 3000-3999 English; 4000-4999 Foreign Languages and Literature; 5000-5999 Mathematics and Engineering; 6000-6999 Natural Sciences; 7000-7999 Physical Education; 8000-8999 Social Sciences and Philosophy; 9000-9999 Miscellaneous. The digit in hundreds' place designates a specific field of study. For example, courses under business, numbered from 2100 to 2199 are in Accounting, and 2200 to 2299 are in Business Administration; while courses under languages, from 4100 to 4199 are French, and 4200 to 4299 are German. The digit in tens' place indicates the year in college in which the course will ordinarily be taken. Courses numbered with a zero or one in tens' place are recommended for freshmen as well as sophomores; courses numbered with a two in tens' place are better not undertaken, normally, until the student's second year in college. The numbers from five to nine, when used, designate evening school courses, with the following relation between such courses and those listed in the catalogue for the day divisions: Any evening course corresponding in content with a day-division course will have the same course number, except that in tens' place the evening course will be numbered with a five if the day course is numbered with a one, six if the day course has a two, and nine if the day course has a zero. The digit in units' place indicates the semester in which the course is ordinarily given, odd numbers indicating first semester, even numbers second semester. Every course extending through the year has two course numbers, that for the first semester ending in an odd number, and that for the second semester ending in the next succeeding even number.

To illustrate the interpretation of an entire course number, course 6123 is, according to the 6, in one of the natural sciences, the 1 shows it to be in the field of biology (reference to the catalogue or numerical index shows what particular course it is), the 2 shows it to be a subject preferably for second-year students, and the 3 being an odd number shows it to be a first-semester subject, or the first half of a year course.

Work or Education After High School

F. BYRON B. CORY*

If a student who graduates from high school wishes to find work, what are his chances? How permanent will the job be that he may get? If a graduate cannot find a job what may he do with his leisure time? Perhaps a junior college would be a great help for these high-school graduates. Should a community provide a tuition-free junior college?

After securing the names and addresses of the 515 students who had graduated from high school at Creston, Iowa, a city of 8,600, a questionnaire was sent to all but 42. These 42 were deceased or their addresses and married names could not be secured. Fifty-six per cent of the graduates responded. This gives a cross section of the graduates for the six-year period 1927-32.

Table I shows the percentage of graduates reporting who have been

This percentage gradually grew until in 1932 when 42.4 per cent of the graduates could not find work. With 11.9 per cent not reporting we find that 45.8 per cent found jobs in 1932. Table I indicates that many of the graduates had been engaged in two, some three, and a few in four different occupations.

Table II shows that those graduates who obtained work found it increasingly hard to hold the same job long. Only 18.5 per cent of the graduates who secured a job in 1927 were holding the same job seven years later. In 1928, 28.1 per cent of that year's class retained their jobs for six years.

Table II clearly indicates that after 1928 it was more difficult each successive year to secure and retain positions during the period shown. The facts emphasize the need for two or more years training

TABLE I
PERCENTAGE OF GRADUATES WHO HAVE ENGAGED IN CERTAIN
OCCUPATIONS SINCE LEAVING HIGH SCHOOL

No. of Occupations	1927	1928	1929	1930	1931	1932	Average
0	14.8	12.5	23.7	27.3	37.9	42.4	26.4
1	40.7	50.0	36.8	50.0	40.9	45.8	44.4
2	37.0	15.6	34.2	9.1	16.7	....	22.5
3	7.4	18.8	....	6.8	1.5	....	8.6
4 .....	....	3.1	....	2.3	....	....	2.7
No report .....	....	....	5.3	4.5	3.0	11.9	6.2

engaged in certain occupations since leaving high school. One should note that in the first column 14.8 per cent could not find work in 1927.

above the twelve-year courses now commonly offered.

Table III shows that the percentage of graduates who have attended college, university, or normal school decreased considerably during the years from 1927 to 1932. In 1927,

* Instructor in Economics, Creston High School, Creston, Iowa.

83.3 per cent of the boys attended school beyond high school while in 1932 the percentage had dropped nearly half to 42.9. The best year for the girls was 1928 when 60.0 per cent attended a college, a uni-

how increasingly difficult it is for a high-school graduate to obtain a job, how short-lived the job may be, and how increasingly few of them are taking work beyond high school. But what should a community do

TABLE II
PERCENTAGE OF GRADUATES WHO HAVE BEEN ENGAGED A NUMBER OF YEARS
IN CERTAIN OCCUPATIONS SINCE LEAVING HIGH SCHOOL

Years	1927	1928	1929	1930	1931	1932	Average
0	14.8	12.5	23.7	27.3	37.9	42.4	26.4
1	3.7	9.4	7.9	4.5	16.7	32.2	12.4
2	11.1	12.5	18.4	6.8	21.1	11.9	13.7
3	14.8	6.3	5.3	18.2	18.2	1.7	10.7
4	14.8	9.4	18.4	18.2	3.0	....	12.7
5	3.7	21.9	18.4	20.5	....	....	16.1
6	18.5	28.1	2.6	....	....	....	16.4
7	18.5	....	....	....	....	....	18.5
No report .....	....	....	5.3	4.5	3.0	11.9	6.2

versity, or normal school, and the poorest was 1932 with 44.7 per cent. When both sexes were averaged we find a steady decrease from 65.0 per cent to 43.8 per cent.

TABLE III
PERCENTAGE OF GRADUATES WHO HAVE
ATTENDED COLLEGE, UNIVERSITY, OR
NORMAL SCHOOL

Class Year	Boys	Girls	Average
1927	83.3	46.7	65.0
1928	41.6	60.0	50.8
1929	56.3	54.6	55.4
1930	53.3	58.6	56.0
1931	54.1	55.2	54.6
1932	42.9	44.7	43.8

Creston had a public junior college supported by student tuition during the years under consideration. Figures secured from V. L. Sanders, dean of Creston Junior College, show that during the years 1927-32, 59.1 per cent of the students attending Creston Junior College graduated from Creston High School.

The data here given have shown

with the 50 per cent of its students who cannot find work and those who cannot afford a higher education? Many economists and educators believe people will have more leisure time. These men also believe that leisure time is one of the outstanding causes of misbehavior or crime.

Would it not, then, be much better for society to provide in local communities public junior colleges so students could be in school a longer time? By remaining in school two more years, not only would their education improve and their experiences widen and deepen, but an environment much more desirable than one of idleness would be provided. If this is desirable, should not the junior colleges be supported by the same means as our elementary and secondary schools? Students outside of the district should continue to pay tuition. This would bring the enrollment of most junior colleges up to a more efficient operating basis and would be much fairer to the students attending them.

Vocational Forestry in the Junior College

I. V. FUNDERBURGH*

The Lassen Junior College, located at Susanville, Lassen County, California, incorporated in its program last year a course known as a technical institute course in forestry. It is a practical training course in the management and utilization of the forests and forest products. The main objective of the course is the training for vocational employment in the forest service, lumbering industry, and related fields.

Lassen Junior College is located in a community supporting three large lumber mills—the Fruit Growers Supply Company, the Lassen Lumber and Box Company, and a recently established cedar mill. Westwood, the home of the Red River Lumber Company's huge plant, is but twenty-three miles distant. The headquarters of the Lassen National Forest is located in Susanville and offers employment to a large number of people. One of the forest service nurseries is also located here. These factors, together with the immediate accessibility of vast timber lands, make possible a very practical course in forestry in a natural forest and lumber laboratory.

The occasion for the establishment of this new type of training arose out of a felt need for some vocational training in this field in this particular community. The policy of the administration that the offerings in the junior college

should not only prepare students for transfer to higher institutions, but should meet the needs of local students who do not, for one reason or another, plan to complete further training, led to some inquiry on the advisability of a vocational course in forestry.

Members of the high-school graduating class and those who were already enrolled in junior college work were consulted. Several boys expressed an interest in forestry and lumbering as a vocation. Conferences with parents and citizens resulted in the conclusion that some attempt along this line would not only be acceptable by the community, but highly desirable.

Knowing that similar courses in petroleum engineering, aeronautics, and so forth, had been established in certain junior colleges of the state, and that some financial aid was granted through the State Department of Education for the work, Mr. J. C. Beswick, chief of the Bureau of Trade and Industrial Education, was approached, and offered his assistance in organizing the program.

The board of trustees considered the matter at a meeting early in the summer of 1935 and decided to invite Mr. Beswick to meet with the board and work out plans. Early in August a meeting was held at which the requirements necessary in order to receive reimbursement through the State Department were presented and discussed. During this visit Mr. Beswick and the prin-

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cipal contacted several leading citizens, including the officials of the forest service and lumber mills. Considerable enthusiasm developed as a result of this visit.

During the following week a group of interested people, representing the above-mentioned industries and the various civic and service clubs, met and formulated a resolution petitioning the board of trustees to proceed to establish a technical institute course in forestry in the junior college. Accordingly a special meeting of the board was called at which it was decided to authorize the establishment of such a course. An appropriation of \$2,750 was made to cover the first year's expenses. An advisory committee was authorized to select and recommend the employment of an instructor, determine a course of study, and give general supervision to the program. The advisory committee consisted of the resident managers of three large lumber mills, the supervisor of the Lassen National Forest, the county farm adviser, and the superintendent of the forest nursery, who is also the clerk of the board of trustees.

In working out the content of the course the college officials were consulted freely, but the real work of determining just what such a two-year completion course should contain belonged to the committee. The direction and supervision of the entire program from the first has been undertaken by this committee—representative men who are concerned from the point of view of employers. In addition to personal contacts with the program, the members of the committee met six times during the first year. In the spring, there was a special meeting

of the advisory committee, the board of trustees, the members of the faculty, and the boys enrolled in the course. At this meeting, which was in the nature of a banquet, several of the boys gave oral reports of their progress with respect to the various subjects studied, and plans for the second year of work were discussed.

In organizing the program, it was felt that the work of this course should be regarded as of college grade. A minimum of 64 units of work is required, and the title Associate of Arts is offered upon graduation. Algebra and plane geometry are prerequisites. Passing in subject A or a course in English A is required. It is strongly recommended that trigonometry, physics, and chemistry be completed in the high school. Some training in typing and bookkeeping is advised.

In arranging the course of study certain foundation work was considered important. Accordingly courses in forest botany, applied speech, and applied mathematics were arranged. The programs of the regular instructors in the junior college were so arranged that they were able to offer these special courses to the forestry group. The instructor in forestry is a graduate of the University of Minnesota School of Forestry and has had eight years practical experience in forest service and lumbering. Under his direction, with the advice of the advisory committee, all the work of the department of forestry is coordinated.

Provision has been made for a laboratory and classroom for the forestry class in the basement of the manual training building. These quarters, which are accessible from the outside, have been equipped

with such materials and equipment as is needed. An abundance of research material has been collected from the government forest offices and from other agencies and a splendid library is being established.

The vocational interest growing out of this course lies in two directions: those who desire employment immediately upon graduation and those who wish further university training in preparation for some phase of technical forest service work. Through arrangements with the university authorities most of the work of the two-year program is acceptable for advanced standing in the University of California Division of Forestry. Privilege is granted students to take examinations in certain other work which will enable transferring students to gain full junior standing. Thus while the course is organized primarily on the vocational level the work is of such grade that students are thoroughly prepared for advanced training in higher institutions. The two-year curriculum at present is as follows:

FIRST YEAR

First Semester	Units
General forestry	4
Forest botany	4
Forest engineering	3
Applied mathematics	3
Applied speech	2
Health and physical education.....	1
Elective	3
	—
	20

Second Semester	Units
Forest protection	4
Forest botany	4
Forest engineering	3
Applied mathematics	3
Applied speech	2
Health and physical education.....	1
Elective	3
	—
	20

SECOND YEAR

First Semester	Units
Lumbering	4
Wood technology	3
Forest mensuration	3
Dendrology	3
Health and physical education.....	1
Electives	6
	—
	20

Second Semester	Units
Lumbering	4
Wood technology	3
Range management	3
Silviculture	3
Health and physical education.....	1
Electives	6
	—
	20

The technical institute course in forestry requires that students spend twenty clock hours per week in technical and related subjects, and ten hours or more in some activity related to the program. Twelve hours each week is spent in the forest or in the mills observing and working at the different jobs. During the summer vacation, employment is offered in certain forest activities and in the mills. While most of the courses follow the general content offered in similar courses in the university, considerable emphasis is placed on first-hand contact with the natural laboratory environment afforded by the forests and the lumber plants.

Considerable interest has been shown in various sections of the state in this course, the only one of its kind in any junior college, so far as is known at the present time. The course is in line with recent trends in junior college curricula toward more terminal and semi-professional training. Judging from comments of government employees in the forest service, and from those interested in the lumbering industry, as well as those of many leading educators, the establishment of this course is thoroughly justified.

The English Novel in Junior Colleges

ALINE WARD *

However reluctantly students enter some classrooms they confess to a zestful anticipation of absorbing discussion in the hour devoted to the study of the novel and manifest an interest in the subject unrivaled even by the popular anecdotal and experimental psychology classes. With the element of heightened interest as a basic factor the course assumes important possibilities in conditioning young people for present emergencies, future needs, and decisions in moral issues which may make or mar their personalities.

The acquirement of knowledge surely has no worthier goal than the discrimination between good and evil, the development of judgment and standards and the evaluation of actions and character in a world strangely inconsistent and unbalanced through lack of deliberately corrective analyses. The novel is no mean instrument in achieving these worthy purposes. In fact it may be most powerful in shaping desirable ends if we can discover exactly how to define, present, and interpret this expressive literary creation so popular in the past two centuries.

Viewing the class in fiction as catharsis we arrive at the crux of our problem. What shall be the scope of such a course, where shall be the accent and stress, what pe-

riods shall be included, what novels selected? Must the instructor answer these questions arbitrarily, once for all or may he conclude, when fully cognizant of the import of the students' reactions and responses, that their familial and cultural backgrounds bear directly upon his decisions? Assume that the group is composed, as mine is, of girls from representative families all over the country (and South America). Their varying backgrounds range from mild puritanism to extreme sophistication and sprinkled cynicism. Some of the parents may say: "Jean reads too many novels; they put funny ideas into her head." Others may say: "Please give my daughter any antidote you can for frantic restlessness; just anything to keep her at home." Since both parents are reasonable the situation becomes more challenging, the search for a solution more diligent. Again some students "would like to be well read, but the analysis of a novel ruins the flavor!" Another says: "I cannot read so much. It hurts my eyes and unfits me for other things." Thus the problems become individual, the treatment personal, decisions and discussions variable according to opportunity and demand. Does the instructor find this chaotic, confusing? Not in the least. Only stimulating in challenge as all personal student problems are.

To what manner of novel and what method of analysis shall I then expose them? The demand is

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for twentieth-century conditioning, hence post-war fiction would suggest itself. But here on my latest purchase the blurb flaunts me in the face:

Here in all its futility, its sexual excesses, its social absurdity, its intellectual snobbery, its false values, its evasion of the realities of life—is the modern world and the modern man and woman.

And a somewhat earlier perusal of a 1922 novel with a graveyard theme and reincarnation—described as the most beautiful prose a master prose writer has given us—plus other variety readings in modern fiction, turns my thumbs down on much of it as useless, falsely conditioning and dangerously retrograde. Yet can the period be ignored or relegated to the familial milieu? Hardly, unless we follow the lead of the English who are as little concerned with being up-to-date as we are with being old-fashioned.

At Oxford this summer, observing the lack of fiction on college and library shelves, I questioned a professor: "What do you do about fiction?"

"Nothing," was the reply. "We do not circulate it."

"And then you make no attempt to explain the modern novel to your young people?"

"No."

"Erroneous ideas, then — you do nothing to combat them?"

"We do not even recognize them as erroneous."

Thereupon ensued long argumentation ending in a concession on his part. As a member of the program committee of the 1937 Oxford summer session, this professor would suggest the introduction of a course in 1914-36 fiction if I were quite

sure other American students were as interested in the subject as I appeared to be. Perhaps my treatment of the latest novels may be altered by that course, perhaps my interpretation somewhat modified. At present I confess to reviewing the reviews in the *New York Times*—our regular text in Friday afternoon classes—with a certain suspicious conservatism.

To superimpose even a superficial treatment of twentieth-century prose specimens upon a blank background is out of the question. Nor is it easily possible to treat nineteenth-century without eighteenth-century beginnings. However, some of my young ladies—of puritan mold—frankly refused to swallow the vulgarities of Pamela, of Tom Jones, Tristram Shandy, and Roderick Random. They professed themselves to be disgusted and revolted at the first contact with this genre. Must I then persist in the name of a course in the English novel in pouring the nauseous dose down their white throats? A few ambitious students "did" their eighteenth-century assignments and after a somewhat lengthy interval reported on certain works of the period. Luckily those who read and reviewed had tasted the real flavor of these amusing works and were able to win from the class acknowledgement of their fun and merit. Healthy enough then became their reactions to the quaint stories of an antiquated century, remote from present-day issues, moral and social, remote in time and place and custom. Some of the class chose a later period and presented pictures of the pure Vicar of Wakefield and the faithful Evelina. These students, too, from the eminence of twentieth-

century modernism made original contributions to the mass of "noveliana." However, the consensus of opinion in the class was that neither cultural nor intellectual purposes warranted the time spent on these old favorites of conventional courses. Most certainly the quality of remoteness severed them sharply from any moral relationship or valuation.

There remains yet for our consideration the great mass of nineteenth-century fiction — Scott, Dickens, Thackeray, George Eliot. Can I persuade my girls that they have time to read these—and have they really? These books are long; the hours of preparation short. But *Vanity Fair*. Must you miss that? "Well, we cannot read the book but we have seen the movie. Wasn't Becky a smooth one? Only she went a little too far and overplayed her stakes. Clever but not quite clever enough. But how attractive! We would all like to be like that but we could not follow her all the way." One had actually read *Mill on the Floss*. "Maggie and Stephen were just silly with their scruples and sacrifice. Where does renunciation and the like get one anyway in the full sweep of life?" Hard, reasonable propositions—challenging, stimulating!

After many qualms and misgivings I gave the class as a text *One Hundred Best Novels Condensed* (shades of my library and literary friends, forgive me!). At least the index gives titles and authors everyone should know and the text affords opportunity of glimpsing themes, plots, scenes, and problems, worthy of enlargement and discussion. Are the students swamped by the mass of fictional lore? Somewhat, but then this is the condition

of all present-day scholars who have not learned to pick their way judiciously through infinite detail. Some system, however, I found necessary to adopt, since the book has none, and I decided upon a chronological author arrangement with leeway where plots, themes, or backgrounds resembled and made enlightening comparisons. At this point I feel it necessary to confess that some of my students, in the final examination question on evaluation of materials studied, frankly denied further interest in reading these classics with which they had become superficially acquainted. Tragic indeed this appeared to me until I remembered how short memory is, how fleeting the impulses of youth, and how welcome becomes after a time the familiar.

Another period of the well-made novel, 1895–1920, we studied in William Lyon Phelps *Advance of the English Novel*. The text contains for us many interesting comments but more important to me were the remarks of my students after I had sketched for them some of the themes and stories mentioned. The times and settings were not so remote as the classics of the nineteenth century but still they belonged to other ages and ideals. In Edith Wharton's *Age of Innocence*, a picture of New York in the nineties, Newland and Ellen relinquish their love for the sake of the conventional May, an ideal in the eyes of Newland's parents but not nearly so appealing as the adventurous Countess Olenska. They take the highroad of sacrifice. For what? We see that Newland's life even in the midst of apparent success and the joy of a son has yet remained forever barren. How

poignant are his regrets as he sits with his head in his hands and sends his son alone to visit the woman who has had his heart in her keeping always! "Is the path attractive? Certainly not. No such artificial highroad for us. Love is its own justification and the renunciation business may be fine to write about but not to practice. Besides, that was the 'age of innocence.' Now Irene in the *Forsyte Saga* was right in leaving Soames when she loved Bosinney, her Cousin June's fiancé. Galsworthy did well in so punishing Soames (whose greatest sin after all was the possessive instinct). And there is Judith Paris, the madcap. How utterly fascinating with her gipsy ways and her scorn of the world at large! Here at least are characters and situations close enough for us to understand."

These comments and far more are from exceptional girls in an exceptionally fine class who ended up by preferring to write their own plots and problems and succeeding so well that they regretted lack of time for more assignments of the kind. So that the end, I think, justified the means. And while some of the class thought they might have "gotten more out of a novel course," and I too trust that each year will develop more significant results, at least I feel fairly sure that such a course is a valuable and convenient channel for the conveyance of maturer judgments and experiences to the hearts and minds of our very dear young people.

JUNIOR COLLEGE FOR BOSTON

Albert West, president of the East Boston High School Alumni Association, Massachusetts, has presented the following statement to the members of

the Boston School Committee, in an effort to secure the establishment of a public junior college:

For the following reasons I recommend the discontinuance, as such, of the Boston Teachers College and the substitution therefor of a public junior college open to the school children of Boston under rules and regulations as set forth by your honorable body.

1. That there is at present a Temporary Teachers List numbering over one thousand candidates, which seems to make highly dubious the possibility of successfully placing the future graduates of Boston Teachers College.

2. That there is not any available method to calculate the number not on the Temporary List graduated from Boston Teachers College without employment, but it may be estimated at nearly one thousand.

3. That the need for a junior college cannot any longer be the subject of debate because of: (a) the large number of post-graduate courses elected in recent years by the school children of Boston; (b) the increased trend of business and industrial organizations to demand higher educational qualifications of applicants for employment; (c) the reduced earning capacity and unemployment of heads of families who would otherwise provide their deserving children with a higher education; (d) the requirement of the Supreme Judicial Court in rule 6a, for applicants for admission to the bar (effective September 1, 1938), which calls for one-half of the work accepted for a Bachelor's degree.

4. This action would place Boston on a par with any system of education in the world.

5. This action would give the taxpayer a greater return for his money by providing a more far-reaching and effective medium of education.

The public junior colleges enroll 68 per cent of all junior college students in the United States. Of all students in public junior colleges, 76 per cent are attending public junior colleges west of the Mississippi River.—W. J. GREENLEAF, U. S. Office of Education.

Mathematics in California Junior Colleges

L. J. ADAMS*

This is a brief analysis of the mathematics courses offered in twenty-six California junior colleges. The data were obtained from the catalogues of the institutions and from correspondence with the heads of the respective mathematics departments. The range in student population of the junior colleges included in this study is from less than a hundred to more than four thousand.

In so far as the number of semester courses offered is concerned, the range is from a minimum of three to a maximum of twenty-two, with an arithmetic average of ten and a median of nine. A typical mathematics offering consists of elementary algebra, elementary plane geometry, intermediate algebra, plane trigonometry, solid geometry, plane analytic geometry, differential calculus, integral calculus, and solid analytic geometry and infinite series.

It is apparent that some high-school subjects are included. One reason for this is the fact that there are many junior college students who did not major in mathematics in high school, and for college entrance or other reasons need more mathematics than they had planned. As might be expected, practically all of the junior colleges studied offer college algebra, trigonometry, differential calculus, and integral calculus. Outside of this ever-pres-

ent nucleus, mathematics of investment is the most popular course. Fourteen of the twenty-six junior colleges offer it. Nine of the institutions offer advanced calculus, which comprises a collection of topics such as centroids, moments of inertia, infinite series, introduction to differential equations, and others not usually presented in one-semester courses in differential and integral calculus. Some of the less frequently occurring courses are: introduction to projective geometry, spherical trigonometry and field astronomy, vector analysis, elementary statistics, plane surveying, and theory of equations.

On the whole the offerings are patterned after the offerings of the mathematics department of the University of California. In many cases this similarity goes so far as to include identical numbering of courses for program purposes, such as Mathematics 4A for the first semester of integral calculus, and identical textbook adoptions. This is rather unusual in view of the fact that there is not a very strong official connection between the secondary schools and the state university, and also because of the fact that there are several other universities in the state of high standing.

While it is certainly worth while to study the offerings of the junior colleges as listed by titles of courses, it is at the same time conceded, especially by the mathematics instructors themselves, that the titles *per se* are not precisely indicative of what

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is taught in the courses. Even in a supposedly standardized course like the differential calculus there is a large variation in content as presented in different institutions. Naturally this variance is not characteristic of mathematics courses alone, but is true to some degree of all subjects in the curriculum.

As a matter of fact, in perhaps no other department does the nature of each junior college as a college preparatory or as a semiprofessional educational unit find itself felt so acutely as in the mathematics department. The course in college algebra, for example, is radically different in the preparatory institution from the course of the same name in the so-called "terminal" junior college. It is well known that there is a wide chasm between the engineering department and the pure mathematics department in many colleges and universities. Although the breach is not as distinct as it used to be, it still exists and is most unfortunate. A little unbending on both sides would be of mutual benefit, especially since the lack of harmony can be traced to a difference in attitude and emphasis rather than to any actual disagreement as to objective. At any rate it seems that the title "engineering mathematics" is as misleading as the term "engineering English," as if there were a brand of mathematics or English peculiar to engineers.

The objectives of a particular mathematics department must be in harmony with the objectives of the junior college of which it is a part, and they, in turn, depend upon the needs of the community which the junior college serves. In spite of this truism there is a definite demand for greater uniformity in the

mathematics courses offered in junior colleges. From the standpoint of catalogue, administrative and transcript requirements, the move toward uniformity might begin with standardized numbering of courses. The next step, and admittedly a difficult one, might be the adoption of a minimum list of topics as a core for each mathematics course.

It is interesting to observe that six of the twenty-six mathematics departments give the combined course in analytic geometry and differential calculus, although three of these also offer the same two subjects separately. Only two of the junior colleges present a course in the slide rule, the others giving incidental instruction in its use.

GROWTH AT BRADFORD

This year Bradford Junior College, Massachusetts, has the largest enrollment in its history: 231 preparatory and high-school graduates, of whom 228 are residents. It has been necessary to commandeer two off-campus houses. Probably a new dormitory will be built soon; for in spite of many earlier rejections of the weaker candidates, the enrollment was complete in June and a long waiting list was maintained all summer. Eight years ago there were only 94 college students; and when the decision was made two years ago to discontinue the preparatory school there were only 141 college girls.

Children from all occupational groups are rapidly being drawn into public junior colleges—a fact which would seem to justify an extension of the movement.—E. S. LIDE, in *School Review*.

The Junior College World

OCCUPATIONAL STUDIES

The National Occupational Conference, 551 Fifth Avenue, New York City, is publishing a series of occupational studies, running from eight to sixteen pages each, giving an abstract and appraisal of available literature with annotated bibliographies on various occupations, several of them of distinctly semi-professional character, and therefore of particular significance for junior college guidance purposes. Among the titles now available may be mentioned ones dealing with the following fields: auto mechanics, banking, beauty culture, bookkeeping, city and county management, dental hygiene, dietetics, electrical installation and maintenance in buildings, farming, landscape architecture, letter carrying, machine shop, mechanical drafting, painting, plumbing, police work, rural teaching, undertaking, and vocational counseling.

COMMUNITY SERVICE AT HARDIN

A group of lectures, travel talks, readings, one-act plays, debates, and music numbers have been made available to civic organizations, women's clubs, parent-teacher meetings, or high-school assemblies through the Hardin Junior College (Texas) Entertainment Bureau, according to recent announcements made by Dean George M. Crutsinger. The announcements have been distributed in mimeographed form to club chairmen throughout the Wichita Falls area by the Junior Chamber of Commerce.

Available speakers and the sub-

jects they have prepared are as follows: European travel talks and scientific subjects concerning heredity, Miss Elizabeth Brown, biology instructor; literature for children, Mrs. Roberta Ryan, librarian; world and domestic affairs, A. F. Edwards, history instructor; literary topics and book reviews, Miss Madge Davis, English instructor; clothing and foods, Miss Mary K. Flemings, home economics instructor; topics of interest to parents and teachers, T. F. Richardson, science instructor; trends and aspects of modern education, R. O. Jonas, psychology instructor; and speeches on poetry, English language, and book reviews, Miss Eva Weber, English instructor. B. T. Adams, mathematics instructor, will appear before religious groups. College talks and commencement addresses have been prepared by Dr. Crutsinger.

The speech department of Hardin Junior College arranged three thirty-minute programs for the Thanksgiving and Christmas seasons, also three one-act plays and debates.

The music department has arranged orchestral numbers with Spanish, popular, and light concert themes.

MERIDIAN PLANS

The following statement by H. M. Ivy, Superintendent of Schools at Meridian, Mississippi, is quoted from the November *School Review*:

The Meridian Separate School District contains seventy-two square miles, of which ten square miles lie in the city of Meridian. The population of the dis-

trict is approximately forty thousand. There is no four-year college within one hundred miles of us. Our schools were reorganized on the 6-3-3 basis in 1924. As our graduating classes have increased in size, a correspondingly small proportion have been able to go away to college. Since there is no prospect of the state's setting up any more institutions, and still less for any of the religious denomination's setting up any, the only way, apparently, for our community to take care of its future additional needs is to do so itself.

We have purchased a twenty-six-acre site on which we are erecting an administration building and a building for physical, health, and music education. This new unit will house Grades XI-XIV, inclusive, and afford adequate provision for approximately twelve hundred pupils. The present junior-senior high school will house Grades VII-X, inclusive. We are now transporting into our junior and senior high schools the pupils from three adjoining districts who are in grades above Grade VI.

The new buildings will be ready for occupancy in September 1937. We plan to add Grade XIII during 1937-38 and Grade XIV during 1938-39.

We have sought the advice of Dr. Doak Campbell, of Peabody College, in the development of our unit. The principal of our senior high school, who will also head the new unit, has given careful attention in his graduate study to the problems involved in the new organization.

Aside from the usual academic courses which transfer students desire to use later, we plan to emphasize chiefly work in home arts, commercial arts, and social science. Our chief terminal courses will be in these three fields.

RETAIL SALESMANSHIP

This year a new course has been introduced at Lasell Junior College, Massachusetts—retail training. Cer-

tain large department stores in Boston allow a specified number of students to come for a few days of training; after which they may be assigned to sell articles in this or that department, just like regular salesgirls.

Two days of training are required at Jordan's with a \$5.00 remittance. This training is to teach the girls about sales slips, C.O.D., cash register, tube system, and regulations and forms used by the store. After the two days are up, the students are given two days of actual experience, with pay.

Practically the same thing is done at Filene's except that there are two days of training and only one day of experience.

They are paid approximately thirty-eight cents an hour.

MT. ST. JOSEPH ENROLLMENT

Registration of resident lay students at Mt. St. Joseph Junior College, Kentucky, is the largest in the twelve years' history of the junior college, and the largest also for many years in the high school. On the student roster names are registered from Alabama, Illinois, Indiana, Kansas, Mississippi, Missouri, Nebraska, Ohio, Washington, D.C., and Kentucky.

PERSONALITY ASPECTS

Three Stanford University men, C. Gilbert Wrenn, L. W. Ferguson, and J. L. Kennedy, are authors of a significant article in the *Journal of Social Psychology* for August 1936, "Intelligence Level and Personality." It is based upon an analysis, by means of the Bernreuter *Personality Inventory*, of two contrasting groups of students who differed

widely in general intelligence as measured by the American Council on Education *Psychological Examination*. The superior group consisted of 324 students who were in the upper five per cent of ten thousand California junior students, while the inferior group of 240 students were all below the fifteen percentile point. Significant conclusions of the study may be summarized as follows:

1. Extremes of intelligence do not appear to be associated with differences in degree of emotional stability.
2. Highly intelligent junior college students appear to be much more "self-sufficient" and independent, both mentally and socially, than junior college students at the lower levels of ability.
3. Junior college students with low intelligence scores and very inferior academic records appear to be more dominant in social behavior, and more self-confident, than their mentally superior colleagues, possibly as a psychological compensation for a feeling of inferiority. This is true only for the men students.

POLICE TRAINING SCHOOL

For the second year a police training school has been organized at Chaffey Junior College, Ontario. The success of the classes during the previous year made possible an enlarged curriculum and a recognition of the course by the college administration, which awards college credits to those who complete the work.

The program has been made possible through the co-operation of Los Angeles Police Department, Ontario Police Department, Chaffey Junior College administration, and State Department of Education. The work has been organized at Chaffey under the direction of Dr. R. E. Berry, principal of the night

school, and President Gardiner W. Spring.

Last year more than one hundred men and women, members of the police departments of surrounding communities and interested citizens, participated in the program. This year the police departments of Ontario, Upland, Riverside, Pomona, San Bernardino, La Verne, Claremont, and Corona have again co-operated and sent members to attend the classes because of the wide success of the work as it was given last year.

PRESIDENT HUTCHINS' JUDGMENT

"The Confusion in Higher Education" is the title of an article by Robert Maynard Hutchins, president of the University of Chicago, in *Harpers* for October.

This article points out that the causes for confusion are a love of money, a confused notion of democracy, democratic control of institutions, and erroneous notions of progress.

To students of the junior college movement, President Hutchins' opinions concerning the junior college are of special interest. He feels that the junior college is mostly an extension of high school and lacks a definite aim. A general education unit, however, consisting of the last two years of high school and the two junior college years, should be developed.

President Hutchins also thinks that the terminus of public education in the future will be the end of the sophomore year in college. "This means that the public junior college will become the characteristic educational institution of the United States, just as the public high school has been up to now."

Reports and Discussion

DIRECTORY OF SOCIETIES

For the past two years the January issue of the *Journal* has contained a directory of national junior college honor societies and social fraternities and sororities. This feature has proved to be of sufficient value to warrant revision of it annually for publication in the directory number of the *Journal*.

Replies were received this year to requests for information from the president or secretary of each of the organizations listed below except three, Beta Phi Gamma, Rho Delta Epsilon, and Phi Sigma Nu. The information given for these three societies is repeated from last year's directory.

Below will be found pertinent information concerning eight honor societies and six social organizations, the arrangement in each group being alphabetical.

WALTER CROSBY EELLS

HONORARY SOCIETIES

Alpha Mu Gamma

Foreign Language Honorary Society
Organized—1931; international since 1934

Existing chapters—eleven

President—Miss Mary E. Williams,
Chico State College, Chico, California

Corresponding Secretary — Rafael
Echeverria, Chico State College,
Chico, California

Executive Secretary—Dr. Lucy Gidney,
Los Angeles Junior College, Los Angeles, California

Publication—*Alpha Mu Gamma Scroll*,
issued semi-annually; editor, Harry
Johnson, Los Angeles Junior College,
Los Angeles, California

Inquiries should be addressed to the
secretary

Alpha Pi Epsilon

Honorary Secretarial Society
Organized—1933

Existing chapters—five

President—Leonard Laidlaw, 855 N.
Vermont Avenue, Los Angeles, California

Secretary—Elsie Pillé, 855 N. Vermont
Avenue, Los Angeles, California

Publication—*Alpha Pi Epsilon Honorary Secretarial Society*, semi-annual mimeographed brochure

Inquiries should be addressed to Florence Manning, 752 N. Heliotrope Drive, Los Angeles, California

Beta Phi Gamma

Journalistic Honorary Fraternity
Organized—1933

Existing chapters—twelve

President—James P. Beasom, Jr., Glendale Junior College, Glendale, California

Secretary—Terrence H. Ellsworth, 644 Cragmont Avenue, Berkeley, California

Publication—*Black and White*, issued quarterly; editor, Mrs. Lucille P. Grening, 3 Sentell Terrace, Santa Barbara, California

Inquiries should be addressed to the secretary

Delta Psi Omega

Honorary Dramatic Fraternity
Organized—1927

Existing chapters—one hundred and one

President—Irene Childrey Hoch, Modesto Junior College, California

Secretary—Paul F. Opp, Box 347, Fairmont, West Virginia

Publication—*The Playbill of Delta Psi Omega*, published annually (autumn); editor, Paul F. Opp

Inquiries should be addressed to the Central Office, Box 347, Fairmont, West Virginia

Phi Rho Pi

Forensic Honorary Society

Organized—April 1928

Existing chapters—sixty active; nine inactive

President—Wiley T. Peterson, Bakersfield Junior College, Bakersfield, California

Secretary—Mrs. C. E. Mariner, Britton, Oklahoma

Publication—*Phi Rho Pi Persuader*, published quarterly; editor, P. Melville Larson, Hutchinson Junior College, Hutchinson, Kansas

Inquiries may be addressed either to the president or to the secretary

Phi Sigma Alpha

Junior College Social Science Honor Society

Organized—1933

Existing chapters—seven

The national organization is not yet completed. Inquiries should be addressed to L. L. Beeman, Santa Ana Junior College, Santa Ana, California

Phi Theta Kappa

General Scholastic Honorary Society

Organized—1918; national recognition, 1918; officially approved by the American Association of Junior Colleges, 1929

Existing chapters—seventy-two

President—Tom Yoe, Independence Junior College, Independence, Kansas

Secretary—Mrs. Margaret Mosal, Canton, Mississippi

Publication—*Phi Theta Kappa Bulletin*, issued semi-annually

Inquiries should be addressed to the secretary

Rho Delta Epsilon

Political Science Honorary Society

Organized—1931

Existing chapters—three active; two alumni

President—Elmer Williams, Los Angeles Junior College, Los Angeles, California

Secretary—Miss Jane Goodale, 1007 El Paso Avenue, Los Angeles, California

Inquiries should be addressed to the secretary

SOCIAL ORGANIZATIONS

National Junior College Panhellenic

A federation of the six social fraternities and sororities listed below.

Organized—September, 1914

Executive Chairman—Miss Esther L. McBride, 7358 Vernon Avenue, Chicago, Illinois

Secretary-Treasurer—Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Six standing committees, with chairmen as follows:

Eligibility and Nationalization—Miss Esther L. McBride, 7358 Vernon Avenue, Chicago, Illinois

Scholarship Standards—Mrs. Anthony E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Illinois

College Panhellenic—Miss Birdie McMillen, 1024 Breedlove Avenue, Memphis, Tennessee

Publicity—Miss Dorothy Knappenberger, 1329 South Newport, Tulsa, Oklahoma

Social Conditions on Campuses—Miss Helen Froelich, Stephens College, Columbia, Missouri

Alumni Relations—Edward R. McGuire, 4564 Oakenwald Avenue, Chicago, Illinois

Publication—*The Panhellenic Bulletin*, issued annually

Inquiries should be addressed to the executive chairman

Eta Upsilon Gamma

Organized—November 1901

Existing chapters—seven active; nine alumnae

President—Miss Esther McBride, 4200 Hazel Avenue, Chicago, Illinois

Secretary—Miss Susie Lee Patton, 108 Carolina Avenue, Greenville, South Carolina

Publications—*The Adamas*, published annually; editor, Mrs. Sim B. Comfort, 7347 Hoover Street, St. Louis, Missouri

A *History* was published in 1931 in

commemoration of the thirtieth anniversary of the sorority. *Information Sheet* is published annually for the information of members, pledges, and friends of the organization. Inquiries should be addressed to the president

Kappa Delta Phi

Organized—1921
Existing chapters—three active; one alumnae
President—Miss Dorothy Knappenberger, 1329 South Newport Avenue, Tulsa, Oklahoma
Secretary—Miss Frances Ballard, 800 North Elm Avenue, Portsmouth, Virginia
Publications—*The Torch*, published annually; *The Eagle's Wings*, issued twice a year; editor, Miss Dorothy Knappenberger
Inquiries should be addressed to the president

Phi Sigma Nu

Organized—February 1927
Existing chapters—six
President—Edward R. McGuire, 4564 Oakenwald Avenue, Chicago, Illinois
Secretary—B. Nisle Meyer, 1529 East Marquette Road, Chicago, Illinois
Publication—*The Phi Sigma Nu*, issued semi-annually; editor, Edward R. McGuire
Inquiries should be addressed to the president

Sigma Iota Chi

Organized—1903
Existing chapters—twenty-three active; ten alumnae
President—Mrs. A. E. Bott, 1317 Pennsylvania Avenue, East St. Louis, Missouri
Secretary—Mrs. I. M. Cox, Box 70-A, Crestline Heights, Birmingham, Alabama
Publications—*The Parchment*, issued quarterly; editor, Miss Rachel Marks, Ivor, Virginia; *The Scroll*, issued five times annually; editor, Mrs. I. M. Cox
Inquiries should be addressed to the president

Theta Tau Epsilon

Organized—1921
Existing chapters—four active; three alumnae
President—Miss Birdie L. McMillen, 1024 Breedlove, Memphis, Tennessee
Secretary—Mrs. J. H. Montgomery, Jr., Benton, Louisiana
Publication—*The Kite*, published annually in October; editor, Miss Alberta Meyer, 726 Leland, St. Louis, Missouri
Inquiries should be addressed to the president

Zeta Mu Epsilon

Organized—1921
Existing chapters—four active
President—Miss Josephine Flanagan, Independence, Missouri
Secretary—Mrs. T. T. MacLiver, 507 Prospect, Trinidad, Colorado
Publications—*The Evergreen*, a magazine issued annually, and the *Zeta Mule*, an alumnae newsletter, issued irregularly; editor, Mrs. Wynthrop Orr, 125 Oak Grove, Apartment 114, Minneapolis, Minnesota
Inquiries may be addressed either to the president or to the secretary

MICHIGAN ASSOCIATION

The annual meeting of the Michigan Junior College Association was held at Highland Park, Michigan, on Thursday and Friday, October 22 and 23. Mr. F. J. Dove, dean of Jackson Junior College, Jackson, Michigan, was elected president of the Association succeeding William S. Shattuck and the undersigned was elected secretary to succeed George E. Butterfield. Delegates were present from eight junior colleges and from a number of four-year colleges in the state. The principal address was given by Dr. A. J. Brumbaugh, acting dean of the college and dean of students at the University of Chicago, who spoke on "Student Personnel Service." Other addresses were given by Dean Edward H. Kruase, of the University of Michigan, and Dr.

A. J. Phillips, executive secretary of the Michigan Educational Association.

A. G. UMBREIT, *Secretary*

MUSKEGON JUNIOR COLLEGE
MUSKEGON, MICHIGAN

MISSOURI FORENSIC MEETING

On Wednesday, November 21, Kemper Junior College, Missouri, was host to the forensic teams of the junior colleges of the state. The occasion was the fifth annual speech tournament of the Missouri Junior College Forensic Association. Contest entrants included representatives of The Principia, Wentworth, Moberly Junior College, Flat River Junior College, St. Theresa, St. Paul's, and Kemper.

The schedule of events for the 1936 tournament called for contests in declamation, dramatic reading, extempore speaking, and oratory. Each school was limited to two speakers.

CALIFORNIA WOMEN STUDENTS

On November 13 and 14, the Associated Women Students and the Women's Athletic Association of the Southern California Junior Colleges held their annual conference at the Hotel Vista del Arroyo in Pasadena.

The theme of the conference was "College Ways," which was introduced at the banquet on Friday evening when Dr. Tempe Allison, dean of women at San Bernardino Valley Junior College, gave the conference address on "College Ways for College Women." Section meetings and round tables filled the morning on Saturday. At noon, a luncheon featuring the interests of the Women's Athletic Association brought the session to a close. Southern California Junior College Deans Association held its annual meeting on Saturday morning. Three hundred attended.

ASSOCIATIONS OF DEANS

The National Association of Deans of Women will hold their twenty-first annual convention in New Orleans from February 18 to 22, 1937. This group of women, with a membership

of one thousand, will discuss the problems of young people in schools and colleges and their adjustments to modern life. Probably no other group in America come into such intimate contact with young people as the deans of women. Not only are they called upon to help students adjust themselves to their studies and to their school programs but also to give helpful advice upon personal problems and life work. Deepest understanding, sympathy, and good judgment must be required to hold such a position. One of the principal speakers on the New Orleans program will be Dr. Ada L. Comstock, president of Radcliffe College.

One month later, March 20 and 21, the California Association of Women Deans and Vice-Principals will hold its biennial meeting at the Samarkand Hotel, Santa Barbara. The topic is to be the problem of education of the emotions. Jessie T. Oldt, as president of the Association, will preside.

PLAYS AND PAGEANTS

November 2, 1936

DEAR DR. CAMPBELL:

We are making a nationwide survey into all play and pageant material available anywhere throughout the United States.

We are preparing a great number of recommended lists available for amateur groups and in turn are extremely anxious for reports on all intercollegiate play contests and tournaments so that we may keep complete records on all such dramatic activities.

It is just possible that the *Junior College Journal* might be interested in forwarding our work by assisting us to secure amateur activity data and assist in disseminating information regarding our lists.

Very truly yours,

George Terwilliger,

Supervisor Amateur Division

PLAY BUREAU
FEDERAL THEATRE PROJECT
303 W. 42ND STREET
NEW YORK CITY

FRIENDSHIP LEAGUE

The International Friendship League was formed several years ago for the purpose of promoting better understanding among the youth of all nations through a world-wide correspondence plan. Students between the ages of twelve to twenty-five years in sixty-four different countries are now carrying on regular exchange of personal letters through the League. All students living in foreign countries are equipped to read and write the English language, so there is no language difficulty. Everyone finds this plan a most interesting and oftentimes thrilling experience. Teachers have found it a stimulator of interest in the world at large and see this interest reflected in the work of their students in a host of related fields. Junior college instructors who may be interested in this plan are invited to write to Miss Edna MacDonough, Executive Secretary, International Friendship League, 41 Mt. Vernon Street, Boston, Massachusetts, for full details. Please enclose a self-addressed stamped envelope.

FEDERAL DIRECTORY CHANGES

The November issue of *School Life* announces the publication of the new Educational Directory for 1937, and indicates a variety of changes from the previous issue. Changes in junior colleges follow:

Among the colleges newly listed are:

California—San Francisco Junior College, San Francisco; San Jose Junior College, San Jose

Connecticut—Junior College of Commerce, New Haven; New Haven Y.M.C.A. Junior College, New Haven

Georgia—Armstrong Junior College, Savannah

Maine—Ricker Junior College, Houlton

Massachusetts—Cambridge School of Liberal Arts, Cambridge; Garland School, Boston

New Hampshire—Stoneleigh College, Rye

Ohio—Giffin College, Van Wert

Texas—Lee Junior College, Goose Creek

Colleges that have closed or merged during the past year include the following:

Colorado—Denver Junior College, the Y.M.C.A. evening school has been discontinued

Florida—Palmer College, De Funiak Springs, closed

Illinois—Danville Junior College, Danville, closed; Emerson Junior College, Chicago, no longer actively engaged in educational work

Change of name was noted in the official listings of the following:

California—Moran School of California (Atascadero) changed to Miramonte School and Junior College

District of Columbia—Immaculata Seminary changed to Immaculata Junior College; Mount Vernon Seminary changed to Mount Vernon Junior College

Illinois—South Side City Junior College (Chicago) changed to Wilson Junior College

New York—Collegiate School of Packer Collegiate Institute (Brooklyn) changed to Junior College of the Packer Collegiate Institute

North Carolina—Biltmore Junior College (Asheville) changed to Biltmore College; Ebenezer Mitchell Junior College (Misenheimer) changed to Pfeiffer Junior College

Ohio—Rio Grande College (Rio Grande) changed to Rio Grande Junior College

Texas—Amarillo Junior College (Amarillo) changed to Amarillo College

The classification of a number of institutions has been changed during the past year as follows:

Alabama—State A. & M. Institute (Negro) at Normal, formerly a normal school, is now classified as a Negro junior college

Maryland—Princess Anne Academy (Negro) at Princess Anne, formerly a normal school, is now classified as a Negro junior college

Oregon—Oregon Institute of Technology (Portland), formerly on the professional school list, is now classified as a junior college

South Carolina—Bettis Academy (Negro) at Trenton, formerly a normal school, is now classified as a Negro junior college; Friendship College (Negro) at Rock Hill, formerly a normal school, is now a Negro junior college

West Virginia—Alderson-Broadbudd College (Philippi) formerly a junior college, is now classified as a 4-year college

Judging the New Books

WALTER J. GREENLEAF, *Junior Colleges*. United States Office of Education, Bulletin No. 3, Washington. 1936. 86 pages.

This is the first publication of the United States Office of Education devoted to a comprehensive survey of junior college conditions throughout the country since the appearance of McDowell's pioneer study almost twenty years ago (Bulletin No. 35, 1919). Mr. Greenleaf has brought together a large amount of information concerning various phases of the junior college movement, including many features which have not been previously assembled and published in any such convenient and comprehensive form. Like too many of the publications of the Federal Office of Education, the bulletin has been considerably delayed in publication. Although appearing in 1936, it is based upon information collected in the fall of 1934, so that it cannot be accepted as representing the present status of such a rapidly changing educational phenomenon as the junior college movement.

Part I is devoted to a 35-page discussion of "Junior Colleges in General"; Part II, of 20 pages, to an "Analysis of the Survey of Junior Colleges"; and the remainder of the bulletins to detailed and summary tables.

Among unique contributions of this publication are the lists of junior colleges that have closed, merged, or changed into senior colleges; the list of four-year colleges that have become junior colleges;

and the discussion and listing of a variety of "related institutions of the junior college type" including one-year institutions, normal schools, commercial schools, branch junior colleges, and federal emergency junior colleges and freshman colleges.

For the purposes of the survey the junior college proper is defined as a "separate organization, with 25 or more students enrolled in a program which includes the traditional freshman and sophomore college courses." Detailed information is given concerning 441 institutions of this type. The other institutions of junior college type discussed more briefly in the bulletin increase the total number of all types to 554.

Separate tabulations are given for significant information concerning 22 Negro junior colleges, 15 branch junior colleges, and 76 "miscellaneous unclassified junior colleges" in addition to the main list of 441. A very brief selected bibliography of 14 titles is included. There is no index.

Among the features which are listed and briefly analyzed and discussed may be mentioned types of junior colleges, names, dates of establishment, legal control, staff members, enrollments, graduates, dormitories and living quarters, titles or degrees conferred, summer sessions, tuition, expenses for board and room, and minimum and typical freshman expenses. An unfortunate omission is any systematic discussion of the junior college library or of any information on the

book and periodical collections of the different institutions.

For a study of type of organization, enrollment, faculty members, and the other limited features reported in Dr. Campbell's annual "Directory of Junior Colleges" the information is much more up-to-date in this source than in Mr. Greenleaf's study. Under enrollment, for example, Mr. Greenleaf reports a total of 94,817 students in 441 junior colleges, whereas the 1937 "Directory" published in this issue of the *Journal* reports an enrollment last year in 528 institutions of 129,106 students. For the many other features, however, concerning which the secretary of the American Association of Junior Colleges does not gather information annually, the bulletin under review will probably stand for several years as the best available source of reliable information.

It is to be hoped that it will not be many years before a similar study is repeated, possibly in a more extended form, either by the Office of Education or some other agency. It could well be made a biennial feature.

WALTER C. EELLS

WASHINGTON, D.C.

THELMA HUNT, *Measurement in Psychology* (George Washington University). Prentice-Hall, Inc., New York. 1936.

Aiming to give "a brief survey of the whole field of psychological testing" this volume is necessarily general, sometimes sketchy, in its comprehensive treatment. Its well-planned organization gives a rapid and complete picture of the general field. Statistical techniques are eliminated. Validity, reliability, and cor-

relation are explained and frequently referred to but are given no emphasis.

Innumerable tests are described and illustrated but they are not given the analytical treatment which is to be found in Symonds. The selection is not always complete nor up-to-date. Bell's *Adjustment Inventory* is not included; there is no mention of Thurstone's factor analysis. And the only basis mentioned for rating teaching efficiency is a measurement of student acquisition of increased knowledge. The tests most completely discussed are those from George Washington, especially those by Moss and Hunt.

The treatment of achievement tests is very brief. No basis is given for the selection of such tests; no suggestions are presented for their composition.

HARLEN M. ADAMS

MENLO JUNIOR COLLEGE
MENLO PARK, CALIFORNIA

KNIGHT DUNLAP, *Elements of Psychology*. C. V. Mosby Co., St. Louis. 1936. 499 pages.

This is such an extensive revision of the author's earlier *Elements of Scientific Psychology* (1922) as to constitute essentially a new text. While designed as an introductory textbook it is not, as the author expresses it, "easy steps for little feet" since "there is already a plenitude of books which are available to those who wish a text of that sort." Rather he has attempted to "write a book which shall be worth serious study and which should repay the labor of which the average undergraduate is capable." The twelve chapters deal with the senses, the bodily mechanism, types of response, perceptual responses, space

and time, thought and thought content, feeling and effects, learning, psychological measurements, individual differences, and maladjustment and readjustment. A glossary of over two hundred technical terms is a valuable feature.

ELBERT V. WILLS, *The Growth of American Higher Education*. Dorrance and Company, Philadelphia. 1936. 225 pages.

A concise account of the development of American higher education from its Colonial beginnings to the present day, this work traces the rise of the older endowed institutions and those founded later through large-scale individual philanthropy; the state colleges and universities; the denominational colleges; colleges for women; urban universities and colleges, both municipal and privately controlled; technical and professional education (including teacher-training); and the junior college. The growth of graduate training and research and the evolution of the collegiate curriculum are also dealt with.

C. LANGDON WHITE and GEORGE T. RENNER, *Geography: An Introduction to Human Ecology*. Appleton-Century, New York. 1936. 756 pages.

This presentation of the fundamentals of geography makes clear to the student and the layman the vital relationship which exists between man and his natural environment. It is perhaps the first book, written in a consistently scientific spirit, which formulates a philosophy of geography and successfully applies it to the rudiments of the science in a manner readily understandable to the average reader. The book supplies a systematic back-

ground for ecological thinking. It discusses, one after another, the various elements of the natural environment, explains how mankind has reacted economically, socially, and politically to these elements, and attempts to evaluate the influence each element exerts on the life of man. The material is divided into ten parts, the first of which provides an overview of the whole subject and an explanation of the authors' point of view, which is that of the human geographer; and the others take up in turn the several geographic factors with which the study is concerned.

ANGELO M. PELLEGRINI and BRENTS STIRLING, *Argumentation and Public Discussion*. D. C. Heath, Boston. 1936. 415 pages.

This is a textbook for the first course in argumentation, which emphasizes public discussion and the open forum instead of formal debate, stimulates an awareness of social problems as a prerequisite to their evaluation, and stresses the quest for truth rather than technical victory. In Part II the authors review the field of the debate and point out the abuses to which this form of public discussion has been subject. One of the outstanding features is the inclusion of a number of provocative essays on controversial subjects. These essays serve the double purpose of enriching the intellectual experience of the student, by bringing him face to face with controversial questions, and of illustrating the principles discussed in the text. A series of questions at the end of each essay aids the student in understanding the subject matter and the reasoning.

Bibliography on Junior Colleges*

3080. SHIELDS, H. G., *Junior College Business Education* (Studies in Business Administration, Vol. VI, No. 4, School of Business, University of Chicago), Chicago, Illinois, 1936, 94 pages.

Published form of the author's doctoral dissertation at Harvard University. "Although this monograph represents a considerable condensation of the dissertation and some new data have been added since the study was made in 1933-34, the essential elements have been retained. . . . The purpose of this study is to outline the possibilities and limitations of the junior college in the field of business education." The study is divided into four major sections, (1) statement of the problem, (2) criteria for junior college business education, (3) comparison of the status of junior college business education with the criteria, and (4) a suggested program of work. "The practical problems which the junior college must face in business education involve the planning of a program of work to serve at least four classes of students: (1) the high-school academic graduate who wishes vocational training in business, (2) the pre-professional business student who plans on a college career, (3) the high-school commercial graduate who because of lack of economic opportunity or for some other reason requires further training, and (4) the local business man in need of some type of extension training."

3081. SIERRA EDUCATIONAL NEWS, "Junior Colleges," *Sierra Educational News* (October 1936), XXXII, 47.

Review of Walter J. Greenleaf's "Junior Colleges" (see No. 3062).

3082. SPROUL, ROBERT G., "The University: Relation of University to Secondary School," *Sierra Educational News* (May 1936), XXXII, 14-16.

*This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Includes a discussion of the place of the junior college in the educational system of California.

3083. SWANSON, H. B., "Education for Those Out of School," U.S. Office of Education, *Bulletin*, No. 18, 1936, III, 76 pages.

Part I (pp. 5-31) includes sections on emergency colleges with one or two years of junior college work in Michigan, New York, Ohio, Connecticut, and New Jersey, and in several selected cities. Also a section on high-school classes for postgraduates.

3084. THOMPSON, SCOTT (Editor), *The Hopes of Every Age*, Compton, California, 1936, 63 pages.

A bulletin prepared for distribution to parents and citizens at Compton Junior College presenting in concise attractive form a variety of information concerning the institution. Includes a series of brief chapters by different administrative officers on the underlying philosophy, the kindly considerate school, the sociable school, the helpful school, the growing school.

3085. WEEKS, A. D., "Little Essays on Education: The Junior College," *Journal of Business Education* (May 1936), XI, 29.

Brief statements of salient points.

3086. WORKS, GEORGE A. (Chairman), "Within the Chicago Junior Colleges," *North Central Association Quarterly* (October 1936), XI, 172.

Report of special committee of the North Central Association.

3087. BEERS, F.S., "The Human Side of This Testing Business," *Educational Record* (October 1936), XVII, 577-608.

A report of the 1936 college sophomore testing program of the American Council on Education. Includes norms based upon several hundred cases in fourteen junior colleges for tests of general culture, English, literary acquaintance, contemporary affairs, and general science.

3088. BIRD, GRACE V., "Social Studies and Completion Curricula," *California*

Journal of Secondary Education (November 1936), XI, 416-18.

"The proportion of students who graduate annually from junior college in California is 14 per cent of the total enrollments. This means that the loss between entrance in the junior college and graduation therefrom is 86 per cent." Curriculum in the social studies should be better adapted to the needs of this 86 per cent.

3089. BLAUGH, L. E., "Dentistry as a Career," *Bulletin of the Chicago Dental Society* (June 11-18, 1936), 20 pages. Also available as a reprint from Chicago Dental Society, 30 N. Michigan Avenue, at 10 cents per copy.

An excellent authoritative statement by the executive secretary of the recent survey committee of the American Association of Dental Schools discussing dentistry as a profession—needs, number of dentists, women in dentistry, earnings, time spent, qualities and traits, advantages and disadvantages, educational requirements, costs of preparation, examinations, etc. Includes discussion of work of dental hygienists, dental assistants, and dental technician mechanics. Of particular value to junior college counselors.

3090. BOEHMER, FLORENCE E., "The Faculty and Staff of Cottey College," *P.E.O. Record* (November 1936), XLVIII, 4-5.

Concluding installment of article begun in the October issue. See No. 3057.

3091. COOPER, ALICE C., "Completion Courses in the Junior College English Curriculum," *California Journal of Secondary Education* (November 1936), XI, 409-12.

"A well-balanced completion curriculum in English may achieve its aims by establishing certain basic freshman courses to be supplemented by a group of second-year electives." Outlines desirable courses of both types.

3092. DOUGLASS, AUBREY A., "What's Happening in California Secondary Schools," *California Journal of Secondary Education* (November 1936), XI, 451-53.

Includes brief reports of the meeting of the Northern and Southern California Junior College Associations.

3093. EELLS, WALTER CROSBY, and MAURICE G. REETZ, "Personnel Study of Prospective Engineers among California Junior College Students," *Journal of Engineering Education* (April 1935), XXV, 524-35.

Based on a study of 1,040 prospective engineers among 9,061 students in California junior colleges. Treats mental ability, scholastic achievement, entrance credits in mathematics and science, time of occupational choice, and institutional choices of the entire group with some data also on the prospective chemical, civil, electrical, mechanical, aeronautical, and mining engineers separately.

3094. EELLS, WALTER CROSBY, "Do Junior College Students Know Where They Are Going?" *Educational Record* (October 1936), XVII, 571-76.

A condensed statement of the investigation summarized more fully in the author's article "Intentions of Junior College Students," *Junior College Journal* (October 1936), VII, 3-10.

3095. FENTON, H. G., "A Comparative Study of Certain Aspects of the Qualifications of Instructors in Publicly Supported Junior and Senior Colleges in Mississippi," University, Alabama, 1935, 122 pages.

Unpublished Master's thesis at the University of Alabama.

3096. GRAY, RUTH A., *Bibliography of Research Studies in Education, 1934-1935* (United States Office of Education Bulletin, No. 5, 1936), Washington, D.C., 287 pages.

Includes 14 titles, some of them annotated, dealing with junior colleges.

3097. HARBESON, JOHN W., "Vocational Completion Courses at Pasadena Junior College," *California Journal of Secondary Education* (November 1936), XI, 434-37.

Outlines six required introductory or survey courses in physical science, biological science, humanities, general orientation, social studies, and the American family. States that "at the present time more than 60 per cent of the students at Pasadena Junior College are enrolled in terminal courses. . . . The successful administration of terminal vocational courses requires two well-developed student services: guidance and placement."

Directory of the Junior College, 1937

DOAK S. CAMPBELL*

EXPLANATION

This list contains all the junior colleges within the United States which have been reported to December 1, 1936. The list is meant to be inclusive rather than exclusive, and therefore it contains the names of some institutions which are doing very little junior college work. It omits, however, a number of institutions that offer courses of college grade but are not organized on a junior college basis. Where an institution has requested that it be not considered as a junior college, it has been omitted from this list.

The data here included are taken directly from reports of administrative officers of junior colleges except where otherwise indicated.

In the column "Accreditation," the following code is used:

A—The American Association of Junior Colleges. (The American Association of Junior Colleges does not act as accrediting agent except in those areas where no authorized agency takes account of the junior college. All schools which are members of the Association are so listed, associate membership being indicated by a star.)

B—The State College Association.

D—The State Department of Education.

E—New England Association of Colleges and Secondary Schools.

M—The Middle States Association of Colleges and Secondary Schools.

N—The North Central Association of Colleges and Secondary Schools.

S—The Southern Association of Colleges and Secondary Schools.

U—The State University.

W—The Northwest Association of Colleges and Secondary Schools.

* Secretary of the American Association of Junior Colleges, Peabody College, Nashville, Tennessee.

SUMMARY BY STATES

State	Total		Public		Private	
	No.	Enrollment	No.	Enrollment	No.	Enrollment
Alabama	8	772	1	224	7	548
Arizona	2	847	2	847	0	...
Arkansas	9	1,970	6	1,757	3	213
California	57	42,372	42	41,345	15	1,027
Canal Zone	1	114	1	114	0	...
Colorado	5	841	1	300	4	541
Connecticut	6	514	0	...	6	514
Delaware	0	...	0	...	0	...
District Columbia	9	773	0	...	9	773
Florida	6	1,298	1	75	5	1,223
Georgia	20	3,911	11	2,707	9	1,204
Idaho	6	1,871	2	1,294	4	577
Illinois	21	8,482	9	6,502	12	1,980
Indiana	7	501	1	127	6	374
Iowa	37	3,005	27	2,047	10	958
Kansas	20	3,917	11	3,264	9	653
Kentucky	15	2,368	0	...	15	2,368
Louisiana	7	722	1	453	6	269
Maine	2	181	0	...	2	181
Maryland	6	468	0	...	6	468
Massachusetts	10	1,108	0	...	10	1,108
Michigan	12	2,953	9	2,640	3	313
Minnesota	13	2,263	11	2,081	2	182
Mississippi	20	4,175	11	3,281	9	894
Missouri	20	4,534	7	2,183	13	2,351
Montana	3	524	2	432	1	92
Nebraska	7	742	2	223	5	519
Nevada	0	...	0	...	0	...
New Hampshire	4	448	0	...	4	448
New Jersey	9	1,784	5	1,318	4	466
New Mexico	2	674	2	674	0	...
New York	6	694	0	...	6	694
North Carolina	20	3,654	1	137	19	3,517
North Dakota	2	281	2	281	0	...
Ohio	7	3,017	1	1,468	6	1,549
Oklahoma	24	3,625	21	3,456	3	169
Oregon	3	273	0	...	3	273
Pennsylvania	14	1,594	4	412	10	1,182
Rhode Island	0	...	0	...	0	...
South Carolina	4	519	0	...	4	519
South Dakota	4	335	1	73	3	262
Tennessee	12	2,562	2	883	10	1,679
Texas	45	11,389	23	7,208	22	4,181
Utah	5	1,498	4	1,362	1	136
Vermont	2	202	0	...	2	202
Virginia	14	1,988	0	...	14	1,988
Washington	11	1,043	3	457	8	586
West Virginia	5	1,183	1	108	4	1,075
Wisconsin	6	1,117	1	704	5	413
Wyoming	0	...	0	...	0	...
Total	528	129,106	229	90,437	299	38,669

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- cred- itation	INSTRUCTORS 1935-36		Type of Organi- zation	ENROLLMENT 1935-36		
							Full Time	Part Time		Fresh.	Soph.	Spec.
ALABAMA												
Marion Institute	Marion	W. L. Murfee	M	Private	1918	ABDSU	8	3	4-2	131	48	1
Oakwood Junior College	Huntsville	J. L. Moran	C	7th-Day Adv.	1917	...	10	2	4-2	32	17	0
St. Bernard Junior College	St. Bernard	Rt. Rev. A. Roger	M	Catholic	1924	ABS	6	13	4-2	42	31	0
Selma University**	Selma	W. J. Ryan	C	Baptist	1926	...	...	...	...	...	...	...
Snead Junior College	Boaz	Conway Boatman	C	M.E.Ch.S	1935	AB	3	10	2-yr.	71	0	10
Southern Union College**	Wadley	Ross Ensminger	C	Cong.-Chris.	1934	U	4	4	2-yr.	34	15	0
State A. & M. Institute**	Normal	J. F. Drake	C	State	1920	D	6	5	2-yr.	145	79	0
Stillman Institute**	Tuscaloosa	A. L. Jackson	C	Presbyterian	1930	...	5	3	3-2	76	40	0
ARIZONA												
Gila Junior College	Thatcher	E. Edgar Fuller	C	Public	1921	AD	10	2	2-yr.	137	75	0
Phoenix Junior College	Phoenix	E. W. Montgomery	C	Public	1920	ADNU	21	5	2-yr.	454	181	0
ARKANSAS												
Arkansas Polytechnic College	Russellville	J. W. Hull	C	State	1927	ABDNU	23	3	2-yr.	332	223	0
Central College	Conway	J. S. Rogers	W	Baptist	1921	DNV	13	5	2-yr.	61	52	23
Dunbar Junior College**	Little Rock	J. H. Lewis	C	Public	1929	AD	4	3	2-yr.	110	64	0
El Dorado Junior College	El Dorado	J. I. McClurkin	C	Public	1925	U	6	1	2-yr.	63	50	18
Fort Smith Junior College	Fort Smith	J. W. Ramsey	C	Public	1927	AU	0	15	2-yr.	72	30	0
Jonesboro Baptist College	Jonesboro	H. E. Walters	C	Baptist	1925	U	...	...	...	...	...	...
Little Rock Junior College	Little Rock	J. A. Larson	C	Public	1924	ADNU	15	4	2-yr.	181	136	9
Missionary Baptist Church†	Sheridan	J. W. Overall	C	Baptist	1919	DU	5	2	2-yr.	40	25	12
State A. & M. College	Magnolia	C. A. Overstreet	C	State	1925	ADNU	20	0	4-2	337	132	...
CALIFORNIA												
Antelope Valley Junior College	Lancaster	D. J. Roach	C	Public	1929	DU	1	4	2-yr.	24	10	3
Armstrong Junior College†	Berkeley	J. E. Armstrong	C	Private	1932	AU	4	9	2-yr.	508	...	...
Bakersfield Junior College	Bakersfield	Grace V. Bird	C	Public	1913	ADU	11	41	6-yr.	387	244	83
Beulah College	Upland	Henry G. Brubaker	C	Bro. in Christ	1920	...	5	4	4-2	18	7	9
Brawley Junior College	Brawley	Percy E. Palmer	C	Public	1924	U	0	15	4-2	48	48	4
California Concordia College†	Oakland	Theo. Brohm	C	Lutheran	1921	...	...	...	...	...	...	...
California School of Mech. Arts	San Francisco	G. A. Merrill	C	Private	1930	...	...	...	...	...	...	...
Central Junior College	El Centro	G. A. Weakley	C	Public	1922	BDU	3	15	4-2	77	34	38
Chaffey Junior College	Ontario	Gardiner W. Spring	C	Public†	1916	U	23	23	2-yr.	426	238	4,160
Citrus Junior College	Azusa	F. S. Hayden	C	Public	1915	D	0	36	6-yr.	136	60	253
Coalinga Extension Center	Coalinga	C. L. Geer	C	Public	1932	B	5	7	2-yr.	59	30	19
Cogswell Polytechnical College	San Francisco	Geo. B. Miller	C	Private	1930	...	...	...	...	...	...	...
Compton Junior College	Compton	Scott Thompson	C	Public†	1927	ADU	22	45	4-yr.	879	364	40
Fresno Junior College	Fresno	F. W. Thomas	C	Public	1911	D	14	3	2-yr.	298	114	0
Fresno Technical Junior College	Fresno	R. F. Aspinall	C	Public	1930	ADU	2	10	2-yr.	194	52	0
Fullerton Junior College	Fullerton	Louis E. Plummer	C	Public	1913	ADU	19	35	2-yr.	667	391	32
Fullerton Junior College	Glendale	C. A. Nelson	C	Public†	1927	ABDU	30	7	2-yr.	663	257	179
Holmby College†	Los Angeles	F. de Laguna	W	Private	1924	ADU	0	15	2-yr.	35	10	0

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							Full Time	Part Time		Fresh.	Soph.	Spec.	
CONNECTICUT													
Edgewood Park Junior College†	Greenwich	Matthew H. Reaser	W	Private	1932	38	1	4-yr.	75	33	11	
Junior College of Commerce	New Haven	Samuel W. Tator	C	Private	1929	AD	2	12	2-yr.	43	32	5	
Junior College of Connecticut†	Bridgeport	E. Everett Cortright	C	Private	1927	ABDE	9	1	2-yr.	56	46	50	
Larson Junior College	New Haven	George V. Larson	W	Private	1933	AD	13	11	2-yr.	55	36	8	
Marot Junior College	Thompson	Mary L. Marot	W	Private	1923	AD	10	3	2-2	15	6	3	
Miss Porter's School	Farmington	Mr.&Mrs. R. P. Keep	W	Private	....	....	4	6	4-2	23	17	0
DISTRICT OF COLUMBIA													
Chevy Chase Junior College	Washington	Philip Milo Bail	W	Private	1927	AU	8	8	2-2	35	21	1	
Columbia Junior College	Washington	B. G. Wilkinson	C	7th-Day Adv.	1933	AM	17	13	2-yr.	219	127	0	
Fairmont Junior College	Washington	Maud Van Woy	W	Private	1923	A*	8	2	2-yr.	65	23	1	
Georgetown Visitation Convent	Washington	Sister M. M. Sheerin	W	Private	1920	AM	6	8	4-2	29	21	2	
Gunston Hall Junior College	Washington	M. L. Gildersleeve	W	Private	1918	....	..	..	4-2	10	15	6
Holton Arms School & Junior Coll.	Washington	Jessie M. Holton	W	Private	1927	AU	1	6	6-yr.	24	7	4	
Immaculata Seminary & Junior Coll.	Washington	Sister Aloyse	W	Catholic	1922	U	3	..	4-2	16	20	14	
Marjorie Webster Junior College	Washington	Marjorie Webster	W	Private	1930	A*	8	2	2-yr.	32	20	5	
Mount Vernon Seminary	Washington	Jean Dean Cole	W	Private	1875	A*	4	17	4-2	34	20	2	
FLORIDA													
Bethune-Cookman Junior College**Daytona Beach	Daytona Beach	Mary M. Bethune	C	Methodist	1923	DS	6	7	2-yr.	209	189	0	
Edward Waters College**†	Jacksonville	C. S. Long, Jr.	C	A.M.E.Ch.	1930	....	6	3	6-yr.	107	30	0
Florida Normal & Industrial Inst.	St. Augustine	N. W. Collier	C	Baptist	1932	AD	8	2	2-yr.	96	83	157	
Palm Beach Junior College	W. Palm Beach	H. L. Watkins	C	Public	1933	....	0	15	2-yr.	75	0	0
Ringling Junior College†	Sarasota	Vernan Kimbrough	C	Private	1931	UB	7	5	2-yr.	48	30	27	
St. Petersburg Junior College	St. Petersburg	Robt. B. Reed	C	Private	1927	ADSU	14	4	2-yr.	136	94	17	
GEORGIA													
Abraham Baldwin Agric. College	Tifton	Geo. H. King	C	Public	1933	U	12	0	2-yr.	186	190	0	
Andrew College	Cuthbert	S. C. Olliff	W	Methodist	1917	ABDSU	7	0	2-yr.	48	42	35	
Armstrong Junior College	Savannah	Ernest A. Lowe	C	Public	1935	AD	7	1	3-2	167	0	1	
Bowdon College†	Bowdon	Eldon Dittmore	C	Private	1934	BDU	4	5	2-2	45	30	0	
Brewton Parker Junior College	Mt. Vernon	A. M. Gates	C	Baptist	1922	BDU	2	6	4-2	83	52	3	
Emory at Oxford	Oxford	Geo. S. Roach	C	Methodist	1929	BDU	5	5	2-yr.	78	42	0	
Emory Junior College	Valdosta	W. B. Stubbs	M	M.E.Ch.S.	1928	BDU	7	0	2-yr.	48	28	8	
Ft. Valley Normal & Indust. Schl.**Fort Valley	Fort Valley	Henry A. Hunt	C	Private	1927	DS	3	8	4-2	64	40	2	
Georgia Normal & Agric. College**	Albany	J. W. Holley	C	Public	1917	D	8	6	2-yr.	71	47	0	
Georgia Southwestern College	Americus	Peyton Jacob	C	Public	1926	ABDSU	13	1	2-yr.	150	180	2	
Gordon Military College	Barnesville	J. E. Guilletteau	M	Public	1928	U	4	9	4-2	85	40	0	
Junior College of Augusta	Augusta	J. L. Skinner	C	Public	1925	ABDSU	2	18	4-2	171	72	10	
Middle Georgia College	Cocharan	H. Browning	C	State	1925	ABDSU	14	2	2-yr.	209	107	16	
Norman Junior College	Norman Park	Paul Carroll	C	Baptist	1926	ABDU	0	8	6-yr.	60	35	0	
North Georgia College	Dahlonega	Jonathan C. Rogers	C	State	1933	ABDSU	16	0	2-yr.	199	144	3	

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							Full Time	Part Time		Fresh.	Soph.	Spec.	
IOWA													
Albia Junior College	Albia	John S. Chambers	C	Public	1927	DU	0	7	2-yr.	63	27	0	
Bloomfield Junior College	Bloomfield	E. T. Carlstedt	C	Public	1928	D	0	5	2-yr.	26	12	0	
Boone Junior College	Boone	J. R. Thorngren	C	Public	1927	D	1	6	2-yr.	35	23	0	
Britt Junior College	Britt	L. J. Thies	C	Public	1927	BDU	0	7	2-yr.	28	10	0	
Burlington Junior College	Burlington	Ray H. Bracewell	C	Public	1920	BDU	2	9	3-2	98	72	0	
Centerville Junior College	Centerville	E. Wayne Hilmer	C	Public	1930	BDU	2	3	2-yr.	40	23	0	
Chariton Junior College	Chariton	F. A. Lunan	C	Public	1927	DU	0	6	2-yr.	40	19	0	
Cherokee Junior College	Cherokee	Sister M. Emmanuel	W	Private	1929	U	7	1	2-yr.	40	20	0	
Clarinda Junior College	Clarinda	Richard D. Rowley	C	Public	1923	ABDU	3	4	2-yr.	47	16	0	
Creston Junior College	Creston	V. L. Sanders	C	Public	1926	ABDU	0	11	2-yr.	878	...	...
Eagle Grove Junior College	Eagle Grove	C. L. McDowell	C	Public	1928	ABDU	0	7	2-yr.	30	15	0	
Elkader Public Junior College	Elkader	J. D. Welsch	C	Public	1929	DBU	2	3	2-yr.	40	13	2	
Ellsworth Junior College	Iowa Falls	Sheridan R. Jones	C	Public	1929	D	0	13	2-yr.	65	32	6	
Emmetsburg Junior College	Emmetsburg	J. A. Greenlee	C	Public	1930	DU	0	5	4-2	31	18	0	
Estherville Junior College	Estherville	N. E. Demoner	C	Public	1924	DU	0	9	2-yr.	76	19	3	
Fort Dodge Junior College	Fort Dodge	Harris Dickey	C	Public	1922	BU	3	7	2-yr.	89	45	14	
Graceland College	Lamoni	G. N. Briggs	C	L.D.S.	1915	BDNU	18	2	2-yr.	140	80	18	
Grand View Junior College	Des Moines	S. D. Rodholm	C	Dan. Luth.	1924	BDU-	...	...	2-yr.	...	...	...
Independence Junior College	Independence	F. E. Mueller	C	Public	1928	BDU-	7	0	2-yr.	...	18	0	
Lennox College	Hopkinton	E. V. Laughlin	C	Presbyterian	1922	U	6	0	2-yr.	40	26	0	
Maquoketa Junior College	Maquoketa	Willis C. Harding	C	Public	1927	DU	0	12	2-yr.	36	16	0	
Marshalltown Junior College	Marshalltown	B. R. Miller	C	Public	1927	AD	1	7	2-yr.	58	17	0	
Mason City Junior College	Mason City	James Rae	C	Public	1918	BDNU	4	6	2-yr.	114	51	4	
Mount Mercy Junior College	Cedar Rapids	Sister Mary Cornelia	W	Catholic	1928	AD	9	5	2-yr.	47	32	0	
Mount St. Clare Junior College	Clinton	Mother M. McKeever	W	Catholic	1928	AB	5	8	2-yr.	38	22	10	
Muscatine Junior College	Muscatine	Wileta Strahan	C	Public	1929	DU	2	4	2-yr.	65	27	0	
Northwestern Junior College	Orange City	Jacob Heemstra	C	Reformed	1928	ABDU	11	2	4-2	43	35	3	
Oscola Junior College	Oscola	Lillian V. Hjort	C	Public	1927	D	0	6	2-yr.	32	26	2	
Ottumwa Heights College	Ottumwa	Sister Hazel Roth	W	Catholic	1925	ABDNU	16	4	2-yr.	58	34	19	
Red Oak Public Junior College	Red Oak	J. R. Inman	C	Public	1922	D	0	6	2-yr.	56	26	0	
Sheldon Junior College	Sheldon	W. C. Jackson	C	Public	1926	D	0	6	2-yr.	41	48	0	
Tipton Junior College	Tipton	C. W. Cowan	C	Public	1927	DU	0	7	2-yr.	22	3	0	
Waldorf College	Forest City	J. L. Rendahl	C	Lutheran	1921	ABDU	14	3	2-2	155	81	17	
Warburg Normal College	Warburg	Aug. Engelbrecht	C	Evan. Luth.	1923	A	11	0	...	...	...	...
Washington Junior College	Washington	Harland W. Mead	C	Public	1927	ADU	0	8	4-2	53	32	0	
Waukon Junior College	Waukon	B. K. Orr	C	Public	1923	D	1	4	2-yr.	40	22	0	
Webster City Junior College	Webster City	Harry L. Rice	C	Public	1926	DU	1	7	2-yr.	26	15	0	
KANSAS													
Arkansas City Junior College	Arkansas City	C. E. St. John	C	Public	1922	ADU	7	16	2-yr.	175	110	21	
Central Academy & College	McPherson	Charles A. Stoll	C	Free Methodist	1916	ABDU	8	0	4-2	50	25	12	
Coffeyville Junior College	Coffeyville	E. C. McReynolds	C	Public	1923	D	14	5	2-yr.	378	101	2	
College of Paola	Paola	Mother J. Schaub	W	Private	1924	BDU	5	5	4-2	29	11	0	

El Dorado Junior College Earl Walker
Dodge City Junior College R. C. Hunt
Fort Scott Junior College W. S. Davison
Friends Bible College Bernard E. Mott
Garden City Junior College Ira O. Scott
Highland College C. M. Rankin
Hutchinson Junior College C. M. Lockman
Independence Junior College E. R. Stevens
Iola Junior College J. H. Carpenter
Kansas City Junior College J. F. Wellmeyer
Miltonvale Wesleyan College J. F. Wellmeyer
Parsons Junior College C. Floyd Hester
Sacred Heart Junior College E. F. Farmer
St. John's Lutheran College Leon A. McNeil
St. Joseph's Coll. & Military Acad. Winfield
Tabor College Alfred Carney
Hillsboro A. E. Janzen

KENTUCKY

Bethel Woman's College Hopkinsville
Campbellsville College Campbellsville
Caney Junior College J. W. Gaines
Cumberland College Pippanass
Lees Junior College Chas. H. Houghton
Lindsey Wilson Junior College J. L. Creech
Louisville College of Commerce J. O. Van Meter
Mt. St. Joseph Junior College A. P. White
Nazareth Junior College Mother Thompson
Paducah Junior College Sister M. Ignatius
Pikeville Junior College R. G. Matheson
Sacred Heart Junior College F. D. McClelland
St. Catharine Junior College Sister M. Dominica
St. Mary's College Sister Bonaventure
Sue Bennett College Francis J. Jaglowicz
London Kenneth C. East

LOUISIANA

De La Salle Normal School Lafayette
Dodd College Shreveport
Holy Cross Normal A. Arsenius
Normal College of Sacred Heart E. C. Solomon
Mount Carmel Normal Mother Xavier
Northeast Center-L.S.U. Grand Coteau
St. Vincent's College Mother Catherine
Monroe S. A. Caldwell
Shreveport Sister Immaculata

MAINE

Ricker Junior College Houlton
Westbrook Junior College Roy M. Hayes
Portland Milton D. Proctor

† No report. Enrollment taken from 1936 Directory.

§ Total enrollment.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	INSTRUCTORS 1935-36		Type of Organi- zation	ENROLLMENT 1935-36			
							Full Time	Part Time		Fresh.	Soph.	Spec.	
MARYLAND													
Blue Ridge College	New Windsor	.....	C. Brethren	1927	ADU	7	2	2-yr.	35	15	7	
Junior College of St. Mary's	St. Mary's City	.....	W. Private	1927	...	0	10	3-2	24	11	2	
Mount Saint Agnes Junior College	Mt. Washington	.....	W. Private	1933	A	3	9	4-2	27	26	7	
National Park Seminary	Forest Glen	.....	W. Private	1913	A*	14	9	4-2	54	27	2	
Princess Anne Academy**	Princess Anne	.....	C. Private	1925	U	9	0	4-yr.	23	20	3	
St. Charles College†	Catonsville	.....	M. Catholic	1948	DU	7	10	4-2	88	97	0	
MASSACHUSETTS													
Bradford Junior College	Bradford	.....	W. Private	1902	AE	13	6	2-yr.	140	60	0	
Burdett College	Boston	.....	C. Private	1925	A	8	15	2-yr.	32	20	24	
Erskine School	Boston	.....	W. Private	1920	...	7	24	2-yr.	73	44	0	
Garland School	Boston	.....	W. Private	1930	A	7	18	2-yr.	41	17	21	
Howard Seminary	Bridgewater	.....	W. Private	1927	...	3	4	6-yr.	8	5	1	
Lasell Junior College	Auburndale	.....	W. Private	1851	AE	14	22	4-yr.	147	86	17	
Nichols Junior College	Dudley	.....	C. Private	1930	D	8	2	2-yr.	65	40	0	
Pine Manor Junior College	Wellesley	.....	W. Private	1918	A	21	25	2-yr.	118	46	1	
Worcester Y.M.C.A. Institute	Worcester	.....	M. Private	1926	...	0	8	4-yr.	62	17	23	
Weber Junior College	Boston	.....	W. Private	....	....	...	...	....	...	...	...
MICHIGAN													
Bay City Junior College	Bay City	.....	C. Public	1922	ADNU	12	19	2-yr.	220	153	14	
Catholic Junior College	Grand Rapids	.....	M. Catholic	1931	DU	13	9	2-yr.	44	36	101	
Ferris Institute	Big Rapids	.....	C. Private	1914	BDU	3	4	4-2	35	30	0	
Flint Junior College	Flint	.....	C. Public	1923	ABDNU	15	3	2-yr.	276	127	6	
Grand Rapids Junior College	Grand Rapids	.....	C. Public	1914	ABDNU	26	11	2-yr.	429	247	0	
Highland Park Junior College	Highland Park	.....	C. Public	1918	ADNU	10	3	2-yr.	125	97	15	
Ironwood Junior College	Ironwood	.....	C. Public	1932	DU	12	8	2-yr.	145	76	4	
Jackson Junior College	Jackson	.....	C. Public	1928	AN	8	8	2-yr.	150	100	0	
Muskegon Junior College	Muskegon	.....	C. Public	1926	ADNU	13	1	2-yr.	165	75	5	
Pontiac Junior College	Pontiac	.....	C. Public	1918	U	0	5	2-yr.	40	0	0	
Port Huron Junior College	Port Huron	.....	C. Public	1923	ADNU	11	1	2-yr.	104	67	0	
Spring Arbor Seminary & Jr. College	Spring Arbor	.....	C. Free Methodist	1928	A	4	5	4-2	44	16	7	
MINNESOTA													
Bethel Junior College	St. Paul	.....	C. Swedish Baptist	1932	AU	5	5	2-yr.	64	47	7	
Bethany Lutheran College	Mankato	.....	C. Lutheran	1920	...	1	7	4-2	10	2	6	
Concordia Junior College	St. Paul	.....	M. Lutheran	1905	AU	0	12	4-2	15	29	2	
Duluth Junior College†	Duluth	.....	C. Public	1927	ADNU	18	4	2-yr.	220	146	0	
Ely Junior College	Ely	.....	C. Public	1922	AU	5	10	2-yr.	67	56	0	
Eveleth Junior College†	Eveleth	.....	C. Public	1918	ABDNU	14	6	2-yr.	154	95	26	
Hibbing Junior College	Hibbing	.....	C. Public	1916	ABDNU	24	9	2-yr.	275	183	27	
Itasca Junior College	Coleraine	.....	C. Public	1921	ABDU	2	15	2-yr.	94	72	20	
Rochester Junior College	Rochester	.....	C. Public	1915	ADU	9	4	2-yr.	112	62	4	

Tracey Junior College	Tracey	Public	1926	ABDNU	2	7	4-2	35	8	1
Troy Junior College	Troy	Public	1936	ABDNU	16	1	2-yr.	58	40	4
Virginia Junior College	Virginia	Public	1921	ABDNU	16	2	4-2	240	148	1
Worthington Junior College	Worthington	Public	1936	D	8	9	4-yr.	211	139	15

MISSISSIPPI

All Saints Junior College	Vicksburg	Episcopal	1909	A*BDU	2	7	4-2	16	8	1
Clarke Memorial College	Newton	Baptist	1908	ABD	16	1	2-yr.	58	40	4
Copiah-Lincoln Junior College	Wesson	Public	1928	ABDU	16	2	4-2	240	148	1
East Central Junior College	Decatur	Public	1928	B	8	9	4-yr.	211	139	15
East Mississippi Junior College	Scooba	Public	1926	BDU	4	10	4-yr.	113	70	6
Grenada College	Grenada	M.E.Ch.S.	1932	BD	12	0	2-yr.	172	45	31
Gulf Park College	Gulfport	Private	1921	ABDSU	3	20	3-2	121	8	..
Harrison-Stone-Jackson Junior Coll.	Perkinston	Public	1925	ABDU	17	0	4-2	146	89	..
Hillman College	Clinton	Private	1853	ABDU	7	7	2-yr.	56	28	6
Hinds Junior College	Raymond	Public	1922	ABDSU	8	8	2-2	173	114	0
Holmes Junior College	Goodman	Public	1925	ABDSU	9	8	3-2	203	142	0
Jones County Junior College	Ellisville	Public	1927	ABDU	11	15	4-2	286	185	11
Mississippi Synodical College	Holly Springs	Presbyterian	1916	ABDU	3	9	4-2	39	22	7
Northwest Mississippi Junior College	Senatobia	Public	1926	B	2	8	4-2	80	40	10
Pearl River Junior College	Poplarville	Public	1922	ABDSU	10	4	4-yr.	165	94	8
Southern Christian Institute**	Edwards	Christian	1924	B	0	4	4-2	18	9	2
Southwest Mississippi Junior College	Summit	Public	1928	ABDSU	8	2	2-yr.	130	75	0
Sunflower Junior College	Moorhead	Public	1926	ABDSU	13	9	4-2	232	147	1
Whitworth College	Brookhaven	M.E.Ch.S.	1927	ABDSU	16	2	2-yr.	102	60	21
Wood Junior College	Mathiston	Methodist	1927	ABD	9	2	2-2	72	52	4

MISSOURI

Central Wesleyan College	Warrenton	Methodist	1930	U	8	0	2-yr.	50	31	0
Christian College	Columbia	Private	1913	ADNU	30	11	2-yr.	147	99	0
Conception Junior College	Conception	Catholic	1933	ADU	1	8	2-yr.	21	15	10
Cottey College	Nevada	Private	1912	ADU	12	3	2-yr.	23	49	16
Flat River Junior College	Flat River	Public	1922	ADNU	3	9	2-yr.	107	69	0
Hannibal-LaGrange College	Hannibal	Baptist	1917	AU	11	4	2-yr.	102	61	21
Iberia Junior College	Iberia	Congregational	1926	ADU	1	6	4-2	31	15	0
Jefferson City Junior College	Jefferson	Public	1926	ADU	7	3	2-yr.	70	44	0
Junior College of Kansas City	Kansas City	Public	1915	AU	54	2	2-yr.	707	401	1
Kemper Military School	Boonville	Private	1923	ADNU	14	5	6-yr.	143	77	0
Moberly Junior College	Moberly	Public	1927	ADU	6	11	4-yr.	126	60	6
Monett Junior College	Monett	Public	1927	ADU	0	9	2-yr.	45	40	2
St. Joseph's Junior College	St. Joseph	Public	1914	ABDNU	15	7	2-yr.	237	173	0
St. Paul's Junior College	Concordia	Lutheran	1905	ADU	0	8	2-yr.	17	23	0
St. Teresa's Junior College	Kansas City	Private	1916	ADU	13	4	2-yr.	141	40	0
Southwest Baptist College	Bolivar	Baptist	1921	ADU	11	2	4-2	113	59	13
Stephens College	Columbia	Public	1911	ADU	73	5	4-yr.	541	300	7
Trenton Junior College	Trenton	Public	1925	ADU	8	0	2-yr.	59	35	1
Wentworth Military Academy	Lexington	Private	1923	ANU	6	4	2-yr.	71	40	0
William Woods College	Marble Hill	Disciples	1912	ABDNU	21	5	2-yr.	57	18	0

** Negro.

† No report. Enrollment taken from 1936 Directory.

* Associate member, American Association of Junior Colleges.

§ Total enrollment.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	INSTRUCTORS 1935-36		Type of Organi- zation	ENROLLMENT 1935-36			
							Full Time	Part Time		Fresh.	Soph.	Spec.	
MONTANA													
Great Falls Junior College	Great Falls	Wendell S. Brooks	C	Public	1923	W	8	4	4-2	56	24	12	
Junior College of Billings†	Billings	G. H. Vande Bogart	C	Private	1929	AW	19	0	2-yr.	311	108	13	
Northern Montana College	Havre		C	State									
NEBRASKA													
College of St. Mary	Omaha	Sister M. Leo	W	Private	1923	DU	6	4	....	60	36	27
Concordia Teachers College	Seward	C. F. Brommer	C	Lutheran	1904	ADU	12	1	4-2	37	30	0	
Hebron College	Hebron	Walter H. Hellman	C	Lutheran	1925	ADU	6	4	4-2	49	28	5	
Luther College	Wahoo	Paul M. Lindberg	C	Lutheran	1925	DU	2	8	4-2	61	35	1	
McCook Junior College	McCook	J. R. Johnson	C	Public	1926	ANU	5	9	2-yr.	97	42	2	
Omaha Y.M.C.A. School†	Omaha	C. S. Wilson	M	Y.M.C.A.	1928	....	0	18	2-yr.	100	50	0
Scottsbluff Junior College	Scottsbluff	Archer L. Burnham	C	Public	1926	ADU	5	3	2-yr.	48	22	12	
NEW HAMPSHIRE													
Colby Junior College	New London	H. Leslie Sawyer	W	Private	1928	ADENU	29	0	4-yr.	157	123	1	
Manchester Junior College†	Manchester	Albert L. Clough	C	Private	1932	....	0	3	2-yr.	23	0	80
Stoneleigh College	Rye	Richard D. Currier	C	Private	1934	....	10	5	2-yr.	31	33	0
Tilton Junior College	Tilton	James E. Coons	C	Private	....	....	...	...	....	...	...	...
NEW JERSEY													
Centenary Junior College	Hackettstown	Robert J. Trevorror	W	Methodist	1929	ADMU	16	4	4-yr.	58	27	1	
College of South Jersey	Camden	Elmer G. Van Name	W	Private	1927	DU	4	8	2-yr.	34	26	14	
Drake Junior College†	Jersey City	Emma Gleason	C	Public	1934	....	3	5	2-yr.	38	0	5
Junior College of Bergen County	Hackensack	C. L. Littell	C	Private	1933	ADU	9	21	2-yr.	140	60	75	
Mercer Junior College†	Princeton	Edward A. Stevens	M	Private	1932	....	5	5	2-2	6	5	20
Middlesex County Junior College	Perth Amboy	Alfred M. Potts	C	Public	1933	BD	17	0	2-yr.	302	67	13	
Monmouth Junior College	Long Branch	Edward G. Schlaefer	C	Public	1933	D	16	1	2-yr.	233	122	0	
Morris County Junior College	Morristown	Arthur S. Platt	C	Public	1933	D	12	6	2-yr.	48	40	20	
Union County Junior College	Roselle	Charles G. Cole	C	Public	1933	....	26	2	2-yr.	266	164	0
NEW MEXICO													
Eastern New Mexico Junior College	Portales	Donald W. Mackay	C	Public	1934	ABD	19	0	2-yr.	239	166	22	
New Mexico Military Institute	Roswell	D. C. Pearson	M	Public	1914	ADU	16	2	4-2	164	83	0	
NEW YORK\$\$\$													
Bennett Junior College	Millbrook	Courtney Carroll	W	Private	1935	DU	13	10	4-2	28	19	0	
Briarcliff Junior College†	Briarcliff Manor	Doris L. Flick	W	Private	1933	D	17	12	2-yr.	50	50	0	
Cazenovia Seminary	Cazenovia	H. W. Hebblethwaite	C	Methodist	1884	DMU	5	3	4-2	45	0	0	
Packer Collegiate Institute	Brooklyn	John H. Denbigh	W	Private	1889	DMU	3	25	4-2	67	55	3	
Saran Lawrence College	Bronxville	Constance Warren	W	Private	1928	AMU	3	19	2-yr.	10	9	2	
Seth Low Junior College	New York	Charles H. Mueller	C	Private	1928	AMU	5	19	2-yr.	0	91	45	

NORTH CAROLINA

Barber-Scotia Junior College**	Concord	L. S. Cozart	C	Presbyterian	1930	ADS	11	0	2-yr.	89	52	0
Belmont Abbey College	Belmont	Cuthbert E. Allen	M	Catholic	1930	ADU	20	1	4-2	40	35	10
Biltmore College	Ashville	C. A. Lloyd	C	Public	1927	ADU	6	2	2-yr.	86	45	6
Boiling Springs	Boiling Sprgs.	A. C. Lovelace	W	Baptist	1929	DU	9	2	2-yr.	80	52	0
Brevard College	Brevard	E. J. Coltrane	C	M.E.Ch.S.	1934	ABDU	25	0	2-yr.	244	176	4
Campbell College	Butte's Creek	Leshie H. Campbell	C	Baptist	1926	ABDU	4	11	2-yr.	190	67	11
Kittrell Junior College**†	Kittrell	Chas. E. Stewart	C	C	1930	...	6	3	2-yr.	85	25	0
Lees-McKae College	Banner Elk	Edgar H. Tufts	C	Presbyterian	1929	AD	8	6	2-yr.	140	72	6
Louisburg College	Louisburg	Armour D. Wilcox	W	Methodist	1918	ABDU	7	8	2-2	124	35	11
Mars Hill College	Mars Hill	R. L. Moore	C	Baptist	1921	ABDSU	23	5	4-yr.	324	181	19
Mitchell College	Statesville	Grace K. Ramsey	W	Presbyterian	1924	BDU	12	0	2-2	98	76	10
Montreat College	Montreat	R. C. Anderson	W	Presbyterian	1929	AD	7	10	4-2	96	42	0
Oak Ridge Military Institute	Oak Ridge	E. P. Holt	W	Private	1933	ABDU	6	2	2-2	120	20	10
Peace Junior College	Raleigh	Wm. C. Pressly	M	Presbyterian	1917	ABDU	3	12	4-2	116	64	0
Pfeiffer Junior College†	Misenheimer	W. S. Sharp	C	M.E.Ch.S.	1928	D	12	2	2-2	87	52	0
Pinecland College	Salisbury	Mr.&Mrs. W. J. Jones	W	Private	1924	DU	7	5	2-yr.	65	20	14
Presbyterian Junior College	Maxton	P. Cary Adams	M	Presbyterian	1928	BDU	9	0	2-2	62	34	4
St. Genevieve of the Pines	Ashville	Mother M. L. Lorin	W	Catholic	1930	D	3	10	4-2	32	13	7
St. Mary's School & Junior College	Raleigh	Mrs. E. Cruibhank	W	Episcopal	1918	ABDSU	6	9	4-2	108	44	8
Wingate Junior College	Wingate	Coy Muckle	C	Baptist	1923	ABDU	19	0	2-yr.	110	90	43

NORTH DAKOTA

North Dakota School of Forestry	Botineau	W. M. Lees	C	Public	1925	ADU	11	0	2-yr.	82	47	5
State School of Science	Wahpeton	J. C. McMillan	C	State	1922	ABDU	5	7	2-yr.	112	24	11

OHIO

Junior College of Univ. of Toledo	Toledo	R. L. Carter	C	Public	1914	ABDU	40	25	2-2	723	443	302
Oberlin School of Commerce†	Oberlin	J. T. Henderson	C	Private	1915	AD	...	...	...	...	...	...
Office Training School	Columbus	R. E. Hoffhines	C	Private	1930	AD	14	0	2-yr.	560§	...	...
Rio Grande College	Rio Grande	W. A. Lewis	C	Baptist	1929	AD	8	2	2-yr.	225§	...	...
Tiffin Business University	Tiffin	F. J. Miller	C	Private	1918	AD	7	2	2-yr.	59	60	85
Urbana Junior College	Urbana	Russell Eaton	C	Swedenborgian	1926	AU	7	2	2-yr.	26	18	2
Y.M.C.A. Junior College†	Dayton	G. H. McConaughy	M	YMCA	1923	D	0	25	2-yr.	304	210	0

OKLAHOMA

Altus Junior College	Altus	Emily B. Smith	C	Public	1926	ABDU	1	12	3-2	168	53	0
Bacone Junior College†	Bacone	B. D. Weeks	C	Baptist	1927	D	4	8	4-2	48	35	1
Bartlesville Junior College	Bartlesville	Paul C. Norvell	C	Public	1927	DU	0	6	1-yr.	20	0	0
Bristow Junior College	Bristow	E. H. Black	C	Public	1928	DU	0	6	2-yr.	37	22	0
Cameron State Agricultural College	Lawton	C. M. Conwill	C	Public	1927	ADU	30	6	4-2	446	135	33
Capitol Hill Junior College	Oklahoma City	Albert Tillotson	C	Public	1935	DU	0	10	3-2	...	...	...
Connors State Agricultural College	Warner	Jacob Johnson	C	Public	1927	AD	4	11	4-2	139	71	0
Drumright Junior College	Drumright	Foster R. Myers	C	Public	1934	D	0	5	2-yr.	24	0	0
Eastern Oklahoma College	Wilburton	Ohland Morton	C	Public	1927	ADU	12	1	4-2	187	117	30

† No report. Enrollment taken from 1936 Directory.

§§ Other institutions in New York operate two-year programs but are not authorized under state regulations to use the name "junior college."

** Negro.

¶ Formerly Ebenezer Mitchell Junior College.

§ Total enrollment.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- cred- itation	INSTRUCTORS 1935-36		Type of Organi- zation	ENROLLMENT 1935-36		
							Full Time	Part Time		Fresh.	Soph.	Spec.
OKLAHOMA (Continued)												
Holdenville Junior College	Holdenville	W. H. Shumate	C	Private	1932	D	4	0	2-yr.	208	...	...
Kiowa County Junior College	Hobart	Bennie A. McElyea	C	Public	1934	D	0	9	2-yr.	56	6	6
Monte Cassino Junior College	Tulsa	Sister M. Hildegarde	W	Private	1931	DU	1	10	2-yr.	10	8	47
Murray State School of Agriculture	Tishomingo	Clive E. Murray	C	Public	1922	AD	16	0	4-2	115	221	1
Muskogee Junior College	Muskogee	Bessie M. Huff	C	Public	1920	ABDU	0	8	6-2	71	27	0
Northeastern Oklahoma Jr. College	Miami	John E. Holcomb	C	Public	1924	ADNU	12	0	2-yr.	201	97	7
Okemah Junior College	Okemah	H. L. Allen	C	Public	1933	DU	0	4	2-yr.	17	0	0
Oklahoma Military College	Claremore	Walter E. Downs	M	State	1923	ABDNU	8	8	4-2	106	45	0
Okmulgee Junior College	Okmulgee	W. Max Chambers	C	Public	1925	BDU	6	6	2-yr.	76	40	87
Pawnee Junior College	Pawnee	S. J. Bryant	C	Public	1934	DU	1	2	1-yr.	18	0	0
Sapulpa Junior College	Sapulpa	E. O. Shaw	C	Public	1932	DU	2	4	2-yr.	46	23	5
Seminole Junior College	Seminole	John G. Mitchell	C	Public	1931	DU	0	8	2-yr.	57	6	4
Univ. Prep. School & Jr. College	Tonkawa	R. R. Robinson	C	Public	1920	AD	25	2	6-yr.	302	174	0
Wetumka Junior College	Wetumka	Howard H. Hart	C	Public	1932	U	2	5	2-yr.	39	26	0
Woodward Municipal Junior College	Woodward	E. H. Homberger	C	Public	1932	DU	2	14	2-yr.	958	...	...
OREGON												
Junior College of Oregon	Portland	Edward L. Clark	C	Private	1931	W	...	3	...	100	39	19
Oregon Institute of Technology	Portland	Sister Superior	M	Private	1932	NW	12	0	2-yr.	1158	...	...
St. Helen's Hall Junior College	Portland	Sister Superior	W	Episcopal	1932	NW	12	0	2-yr.	1158	...	...
PENNSYLVANIA												
Alliance Junior College	C'bridge	Spgs. Ed. N. Kuberski	M	Private	1924	AD	1	8	4-2	27	14	0
Bucknell Univ. Junior College	Wilkes-Barre	Eugene S. Farley	C	Baptist	1933	ADU	10	2	2-yr.	89	45	20
DuBois Undergraduate Center††	DuBois	Edwin W. Zoller	C	Public	1935	U	...	...	2-yr.	53	23	13
Erie Junior College	Erie	W. W. D. Zones	C	Private	1926	ADMU	10	2	2-yr.	66	51	1
Fayette Undergraduate Center††	Fayette	R. W. Brewster	C	Public	1934	U	...	...	2-yr.	52	22	20
Harcum Junior College†	Byrn Mawr	Edith Harcum	W	Private	1934	A	4	17	2-yr.	28	4	0
Hazleton Undergraduate Center††	Hazleton	Robt. E. Eiche	C	Public	1934	U	...	...	2-yr.	36	15	60
Johnstown Junior College	Johnstown	V. W. Adams	C	Private	1927	ADMU	11	6	2-yr.	74	75	162
Ogontz School	Rydal	Abby A. Sutherland	W	Private	1850	A	2	19	6-yr.	28	24	3
Penn Hall Junior College	Chambersburg	Frank S. Magill	W	Private	1926	AB	3	15	4-2	55	21	0
Schuykill Undergraduate Center††	Schuykill	V. R. van Vooris	C	Public	1934	U	...	...	2-yr.	43	19	56
Seranton-Keystone Jr. Coll. & Acad.	La Plume	B. S. Hollinshead	C	Private	1934	ADMU	17	0	2-2	101	72	0
Wilcliff Junior College	Swarthmore	H. M. Crist	W	Private	1918	ADMU	11	4	2-yr.	25	20	0
Williamsport Dickinson Seminary	Williamsport	J. W. Long	C	Methodist	1929	ADMU	10	3	4-2	111	66	0
SOUTH CAROLINA												
Anderson College	Anderson	Annie D. Denmark	C	Baptist	1930	ABDU	16	1	2-2	101	65	58
Brainerd Institute	Chester	L. S. Brown	C	Presbyterian	1934	D	3	4	4-2	25	25	0
Textile Industrial Institute	Spartanburg	R. B. Burgess	C	Methodist	1927	ADU	5	5	2-2	120	95	4
Westeyan Methodist College	Central	John Frank Childs	C	Methodist	1928	D	0	0	4-2	14	14	3

SOUTH DAKOTA

Eastern Normal School	Madison	V. A. Lowry	1931	U	15	0	2-yr.	44	24	5
Freeman Junior College	Freeman	John D. Unruh	1927	U	8	3	4-2	24	9	0
Notre Dame Junior College	Mitchell	John M. Brady	1922	DU	10	4	4-2	80	20	8
Wessington Springs College	Wess'ton	Spgs. Harry B. Ansted ..	1918	ADU	15	0	2-yr.	90	23	8

TENNESSEE

Austin Peay Normal School	Clarksville	P. P. Claxton	1929	D	21	0	2-yr.	278	278	13
David Lipscomb College	Nashville	E. H. Hiams	1903	ABDU	22	2	4-2	155	105	12
Freed-Hardeman College	Henderson	N. B. Hardeman	1925	ABDU	9	0	2-yr.	122	118	0
Hiwassee College	Madisonville	J. M. Calston	1918	ABDU	1	7	2-yr.	186	48	8
Martin College	Pulaski	Sinclair Daniel	1914	ABDU	21	3	2-yr.	88	20	6
Morristown College**	Morristown	J. W. Haywood	1923	D	5	2	2-yr.	28	20	6
Southern Junior College†	Collegedale	H. J. Klooster	1916	...	4	7	4-2	81	27	11
Swift Memorial Junior College** ..	Rogersville	W. C. Hargrave	1929	...	2	4	4-2	19	14	0
Tennessee Wesleyan College	Athens	James L. Robb	1906	ABDSU	13	5	2-yr.	110	84	40
Trevecca Junior College	Nashville	A. B. Mackey	1922	BD	6	3	4-2	53	19	0
University of Tennessee Junior Coll.	Martin	Paul Meek	1927	BDU	21	3	2-yr.	188	120	6
Ward-Belmont School	Nashville	J. E. Burk	1913	ABDSU	33	10	4-2	204	97	9

TEXAS

Amarillo College	Amarillo	J. F. Mead	1929	ABDSU	19	0	2-yr.	210	150	40
Brownsville Junior College	Brownsville	E. C. Dodd	1926	ABDSU	1	15	2-yr.	61	57	18
Butler College†	Tyler	Isaiah Jackson	1905	D	5	3	4-2	105	55	18
Clarendon Junior College	Clarendon	H. T. Burton	1927	BDU	2	8	2-yr.	53	34	10
College of Marshall	Marshall	F. S. Groner	1912	BDU	14	2	2-2	200	117	88
Clifton Junior College	Clifton	C. Tyssen	1922	ABDU	0	6	4-2	41	20	10
Corpus Christi Junior College	Corpus Christi	E. H. Hereford	1922	BDU	6	5	2-yr.	103	26	5
Decatur Baptist College	Decatur	J. L. Ward	1897	BD	8	0	4-2	157§	0	0
Edinburg Junior College	Edinburg	R. P. Ward	1927	BDSU	11	5	2-yr.	161	55	9
Gainesville Junior College	Gainesville	H. O. McCain	1924	ABDU	3	0	2-yr.	68	35	4
Guadalupe College†	Seguin	J. R. Lockett	1884	...	6	3	4-yr.	60	75	10
Hardin Junior College	Wichita Falls	Geo. M. Crutsinger	1922	BDU	4	11	2-yr.	102	48	0
Hillsboro Junior College	Hillsboro	L. W. Hartsfield	1923	ABDU	4	9	4-yr.	146	90	5
Hockaday Junior College	Dallas	Eva Hockaday	1931	ABDW	...	...	...	63	30	6
Houston Colored Junior College** ..	Houston	R. O'Hara Lanier	1927	BDS	8	8	2-yr.	128	83	37
Houston Junior College†¶	Houston	E. E. Oberholzer	1927	ABDU	26	24	4-yr.	303	238	303
Jacksonville College	Jacksonville ..	B. J. Abritton	1916	ABDU	5	6	4-2	70	89	16
Jarvis Christian College†	Hawkins	J. N. Ervin	1927	D	0	7	4-2	83	51	4
John Tarleton Agricultural College	Stephenville ..	J. Thos. Davis	1917	ABDSU	60	8	4-yr.	669	313	96
Kilgore Junior College	Kilgore	B. E. Masters	1935	BDU	10	0	2-yr.	148	21	58
Lamar College	Beaumont	C. W. Bingham	1934	BDSU	15	2	2-yr.	275	175	0
Lee Junior College	Goose Creek ..	Harmon Lowman	1923	BD	5	13	2-yr.	173	48	32
Lon Morris College	Jacksonville ..	C. E. Peoples	1917	BDSU	9	3	2-2	135	134	80
Mary Allen Junior College**	Crockett	B. R. Smith	1925	DS	9	0	2-yr.	81	63	0
North Texas Agricultural College ..	Arlington	E. E. Davis	1917	BDU	46	2	2-yr.	599	248	160

§ Total enrollment.

¶ Extension Centers of Pennsylvania State College, organized on junior college basis.

† No report. Enrollment taken from 1936 Directory.

** Negro.

¶¶ Lower division, University of Houston.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	INSTRUCTORS		Type of Organi- zation	ENROLLMENT			
							Full Time	Part Time		Fresh.	Soph.	Spec.	
TEXAS (Continued)													
Our Lady of Victory College†	Ft. Worth	Mother M. Albertine	W	Private	1932	BDU	7	3	4-yr.	44	22	46	
Paris Junior College	Paris	J. R. McLemore	C	Public	1924	ABDSU	12	5	2-yr.	180	115	76	
Paul Quinn College**	Waco	A. S. Jackson	C	A.M.E.Ch.	1924	D	8	0	2-yr.	95	121	4	
Randolph Junior College	Cisco	D. F. Tyndall	C	Christian	1925	BDU	8	2	2-yr.	53	34	16	
Ranger Junior College	Ranger	W. T. Walton	C	Public	1926	ABDU	3	11	2-yr.	45	40	7	
St. Phillips Junior College**	San Antonio	Artemisia Bowden	C	Episcopal	1927	A*BDU	5	3	4-2	65	22	3	
San Angelo College	San Angelo	F. E. Smith	C	Public	1928	BDU	8	10	2-yr.	112	47	78	
San Antonio Junior College	San Antonio	J. E. Nelson	C	Public	1925	ABDU	13	3	2-yr.	308	..	..
Schreiner Institute	Kerrville	J. J. Delaney	M	Presbyterian	1923	ABDSU	22	0	4-2	171	67	1	
Southwestern Junior College	Keene	H. H. Hamilton	C	7th-Day Adv.	1917		8	4	6-yr.	68	13	9	
Temple Junior College	Temple	L. C. Proctor	C	Public	1926	BDU	8	0	2-yr.	79	32	6	
Texas Junior College	Texas	H. W. Stilwell	C	Public	1927	ABDSU	3	9	2-yr.	126	51	6	
Texas Lutheran College	Seguin	Wm. Kraushaar	C	Lutheran	1928	ABDU	11	0	2-yr.	70	65	8	
Texas Military College†	Terrell	C. Williamson	M	Private	1915	AD	12	0	2-yr.	43	25	32	
Tyler Junior College	Tyler	J. M. Hodges	C	Public	1926	ABDS	3	14	2-yr.	97	58	13	
Victoria Junior College	Victoria	Porter S. Garner	C	Public	1925	ABDU	3	12	2-yr.	93	42	0	
Wayland Baptist College	Plainview	Geo. W. McDonald	C	Baptist	1910	ABDU	11	1	6-yr.	110	49	13	
Weatherford College	Weatherford	G. C. Boswell	C	M.E.Ch.S.	1921	ABDU	12	2	2-yr.	109	87	108	
Wesley College	Greenville	J. E. Blackburn	C	Methodist	1905	A	14	0	2-yr.	405	..	..
Westminster College	Tehuacana	Clarence A. Sutton	C	Meth.Protestant	1916	ADU	7	1	2-yr.	67	59	59	
UTAH													
Branch Agricultural College†	Cedar City	Henry Oberhansley	C	Public	1913	BD	20	5	2-yr.	160	135	15	
Dixie Junior College	St. George	B. Glen Smith	C	State	1916	ADNUW	3	20	2-2	99	48	16	
Snow College	Ephraim	I. O. Horsfall	C	State	1917	ABDUW	16	1	2-yr.	139	84	7	
Weber College	Ogden	L. H. Greer	C	State	1922	ADNUW	31	3	2-yr.	380	185	94	
Westminster College	Salt Lake City	H. W. Reherd	C	Presbyterian	1935	ADU	14	4	4-yr.	83	48	5	
VERMONT													
Green Mountain Junior College	Poultney	Jesse P. Bogue	C	Methodist	1931	AEN	16	4	2-yr.	177	..	..
Goddard Junior College	Barre	Royce S. Pitkin	C	Private	1935	..	13	0	4-2	25	0	0	
VIRGINIA													
Arlington Hall	Arlington	Carrie Sutherland	W	Private	1927	D	17	2	6-yr.	59	30	1	
Averett College	Danville	Curtis V. Bishop	W	Baptist	1914	ADS	6	4	2-2	72	41	0	
Blackstone College for Girls	Blackstone	J. Paul Glick	W	M.E.Ch.S.	1915	ABDS	7	10	4-2	91	39	11	
Bluefield College	Bluefield	Edwin C. Wade	C	Baptist	1922	ABDU	15	0	2-yr.	165	84	17	
Eastern Mennonite School	Harrisonburg	J. L. Stauffer	C	Mennonite	1921	D	2	9	4-2	23	15	2	
Fairfax Hall	Waynesboro	Mrs. J. N. Maxwell	M	Private	1932	DS	2	7	4-2	39	4	0	
Marion Junior College	Marion	E. H. Copenhaver	W	Lutheran	1916	ABDU	1	10	4-2	45	26	22	
Shenandoah College	Dayton	Wade S. Miller	W	United Brethren	1922	ADU	10	5	2-2	111	37	9	
Southern College	Petersburg	Arthur Kyle Davis	W	Private	1915	A	8	4	4-2	..	..	..
Southern Seminary	Buena Vista	Robert Lee Durham	W	Private	1925	ABDU	7	0	6-yr.	64	28	0	

Southern Seminary	Buena Vista	Robert Lee	Durham	W	Private	1925	ABDU	7	0	6-yr.	28	0
Stratford College	Danville	J. C. Simpson	W	Private	1930	AD	4	12	4-2	56	21	111
Suffins College**	Bristol	J. E. Martin	W	Private	1926	ABDSU	27	15	4-2	190	40	20
St. Paul School**	Lawrenceville	J. A. R. Smith	C	Episcopal	1926	ABDSU	27	15	2-yr.	190	74	20
Virginia Intermont College	Bristol	H. G. Noffsinger	W	Baptist	1912	ABDSU	25	4	4-2	175	87	74
WASHINGTON												
Centralia Junior College	Centralia	Margaret Corbet	C	Private	1925	DU	0	9	2-yr.	58	32	2
Clark Junior College	Vancouver	Lewis D. Cannell	C	Private	1933	DU	5	2	2-yr.	32	14	2
Forest Ridge Junior College	Seattle	Mother M. Gorman	W	Catholic	1911	DU	3	2	2-yr.	35	15	2
Grays Harbor Junior College	Aberdeen	Lewis C. Tidball	C	Public	1930	ADU	8	2	2-yr.	110	49	3
Lower Columbia Junior College	Longview	H. A. Bauer	C	Private	1934	U	5	4	2-yr.	58	34	4
Mount Vernon Junior College	Mount Vernon	Charles H. Lewis	C	Public	1926	ABDU	0	8	2-yr.	76	38	0
Pacific Lutheran College	Parkland	O. A. Tingelstad	C	Lutheran	1921	ADNUW	13	5	4-2	83	64	16
Seattle Junior College	Seattle		C	Private	1921	W	...	...	...	...	...	...
Spokane Junior College	Spokane	G. H. Schlauch	C	Private	1933	U	10	4	2-yr.	54	26	0
St. Martin's College†	Lacey	Lambert Burton	M	Catholic	1922	W	16	12	4-2	45	7	3
Yakima Valley Junior College	Yakima	Elizabeth Prior	C	Public	1923	AU	8	6	2-yr.	127	52	2
WEST VIRGINIA												
Beckley College	Beckley	J. L. Bumgardner	C	Private	1933	ABDU	10	7	2-yr.	295	234	0
Greenbrier College	Lewisburg	F. W. Thompson	W	Private	1915	ABDU	6	4	2-2	51	19	11
Kanawha College	Charleston	L. S. McDaniel	C	Private	1932	AD	4	22	2-yr.	235	160	7
Potomac State School	Keyser	J. W. Stedman	C	State	1921	NU	17	0	2-yr.	0	82	26
Storer College**	Harper's Ferry	H. T. McDonald	C	Private	1921	...	4	4	4-2	38	25	0
WISCONSIN												
Concordia College	Milwaukee	G. C. Barth	M	Lutheran	1881	...	16	1	6-yr.	51	31	0
Edgewood Junior College	Madison	Sister Marie Aileen	W	Catholic	1927	DU	3	10	4-2	25	15	60
St. Clare College†	St. Francis	Sister Bartholomew	W	Private	1932	U	3	5	2-yr.	45	103	0
St. Lawrence Junior College	Mt. Calvary	Alexis Gore	M	Catholic	1925	U	5	7	4-2	20	26	5
Salvatorian Seminary	St. Nazianz	B. Frederick	M	Catholic	1910	U	4	2	4-2	14	15	3
Univ. of Wisconsin Extension Div.	Milwaukee	C. M. Furin	C	Public	1923	U	42	7	2-yr.	540	164	0

** Negro.

† No report. Enrollment taken from 1936 Directory.

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§ Total enrollment.

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